

The Bulletin

OF THE NATIONAL ASSOCIATION OF

Secondary-School Principals

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Organizing the Junior High School

DEALS with the organization and administration of the junior high school, with a description of California junior high schools used as a basis for suggestions and aid for the nation's junior high-school administrators, suggests ways and means of improving junior high school organizations; and indicates some of the prevailing influences which are likely to produce transitions.

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NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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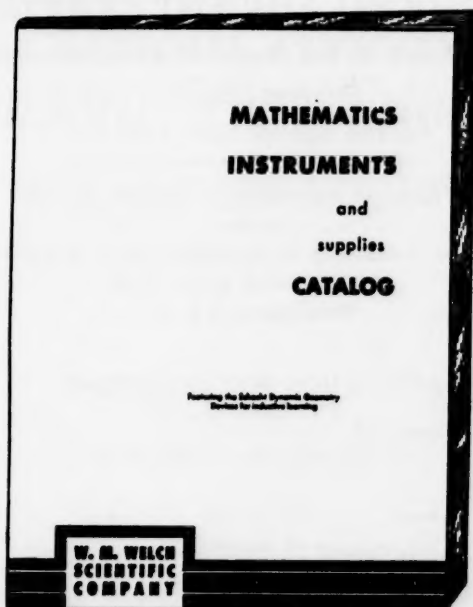
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The Bulletin

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ORGANIZING THE JUNIOR HIGH SCHOOL

Prepared by
The Committee on Junior High
School Problems of the
California Association
of Secondary-School Administrators

M. E. Herriott, Chairman
Principal of the Lafayette Junior High School
Los Angeles, California

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**THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS**

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FOREWORD

THE junior high school is a secondary school. In turn, California law defines the secondary school as consisting of the high school and the junior college and classifies the junior high school as one type of high school. The junior high school, in whose founding California led, has been in existence long enough to warrant some study of its historical significance, objectives and philosophies, and present-day practices.

This handbook has been developed by the Committee on Junior High School Problems of the California Association of Secondary-School Administrators. The content has been selected to assist junior high-school administrators to evaluate their own school programs and current practices in terms of the accepted philosophies underlying today's junior high schools.

The California State Department of Education is glad to make available this material produced by the committee.

Ray E. Simpson

Superintendent of Public Instruction

PREFACE

DURING the past 40 years, the junior high school has assumed a firm place in our educational system. The growth of the junior high-school movement has been strong but not phenomenal. Out of 573 high schools in California, 145 are classified as junior high schools and 67 are junior-senior, or six-year, high schools.

For several years there has been some concern among educators and lay people alike over whether the junior high school is functioning satisfactorily in accordance with the purposes ascribed to its peculiar function. The Committee on Junior High-School Problems was formed in 1937 by the California Association of Secondary-School Administrators. This committee sponsored a symposium on the junior high school in the March, 1945, issue of the *California Journal of Secondary Education* as a part answer to criticisms directed at junior high schools. This handbook has been prepared for the following purposes:

1. To provide a cross-section of the current practices in California junior high schools in the light of the general objectives and philosophies and the many social and educational changes that have tremendously influenced all public education
2. To provide materials which will enable teachers and principals to determine the extent to which a specific junior high school meets current standards
3. To provide survey materials which will enable boards of education and superintendents to make limited appraisals of the practices of junior high schools as they seek ways and means of improving their respective school organizations
4. To provide a record of the trend of the progress made during the past 40 years, with indications of some of the prevailing influences which are likely to produce other transitions

Members of the Committee on Junior High-School Problems who have contributed to this handbook are listed here.

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The list of others who assisted the Committee with this project is
too long to include in this preface. Their help was very real. Insofar
as the record is available, their services are acknowledged in the
Appendix.

M. E. MUSHLITZ
Consultant in Secondary Education

CHAPTER I

History and Objectives of Junior High Education in California

M. E. HERRIOTT
ELIZABETH SANDS
HARRY W. STAUFFACHER

THE junior high school has the distinction of having been clearly conceived by American educators before it came into existence. It was founded in the educational philosophy and the psychology of adolescence of the last decade of the nineteenth century and the first two decades of the twentieth century. Insight, foresight, and fortuitous circumstances founded the junior high-school movement and the institution now firmly established as a part of the American educational system.

HISTORICAL SIGNIFICANCE OF THE JUNIOR HIGH SCHOOL

No great change in the channel of human endeavors comes about without long years of effort on the part of leaders and agencies in response to changing or unfulfilled human needs. Only a few of the most significant events in educational history can be given here to show how the junior high school emerged out of changing needs.

From 1800 to 1900, the predominant plan of organization of our public schools was that of an elementary segment, grades 1 to 8, and the high-school segment, grades 9 to 12. Two fundamental weaknesses were apparent and became the subject of criticisms from educators of both levels, as well as from representatives of colleges and universities. These two weaknesses may be thus stated positively:

1. The origin and development of these two segments did not recognize the physical and psychological growth pattern of students.
2. No adequate provision seemed possible for satisfactory articulation between the two segments. This gap resulted in a heavy drop out before high school.

M. E. Herriott is principal of the Lafayette Junior High School, Los Angeles; Elizabeth Sands is Sometime Assistant Superintendent of the Junior High Education Division, Los Angeles Public Schools, Los Angeles; and Harry W. Stauffacher is Principal of the Charles A. Lindbergh Junior High School, Long Beach.

The need for some reorganization of our public schools was sponsored and advocated by leading educators and educational organizations. The first attack on record was directed by President Charles W. Eliot as early as 1872.¹ In 1888² he proposed a plan to shorten the period for the elementary and secondary schools. He continued his attacks until 1892 when the Committee of Ten on Secondary School Studies was appointed by the National Council of Education.³

At about the same time, the Department of Superintendence of the National Education Association had the Committee of Fifteen make a study of the need for reorganization of elementary and secondary education.⁴ In 1899 the Committee on College Entrance Requirements went on record for a unified six-year high school beginning with the seventh grade.⁵ By 1907 the work of this committee resulted in definite recommendations for a 6-6 organization.⁶ Another movement toward reorganization was that of the Committee on Economy of Time in Elementary Education.⁷ Kansas City, Missouri, had been experimenting with a 7-4 plan since 1867 and in 1903 reported considerable success.⁸

By 1910 the general sentiment of professional leaders favored the 6-6 plan of reorganization. As yet no idea of an intermediate school had been proposed. However, the Committee on Economy of Time in Education did recommend such a school in 1913 in the form of a 6-4-2 organization. In the same report, they included a statement by one of its members, Professor Henry Suzzalo, in which he recommended a 6-3-3 plan.

While educators and organizations were making proposals for reorganization based upon basic philosophical concepts, some cities were actually reorganizing their school systems. Kansas City, Missouri, was mentioned above. Richmond, Indiana, in 1896 placed their seventh and eighth grades in separate buildings and provided curriculum changes

¹ Frank Forest Bunker. *The Junior High School Movement, Its Beginnings*. Washington: W. F. Roberts Company, pp. 146-147. Quoting President Eliot's Harvard Report for 1872-73.

² Charles William Eliot. *Educational Reform: Essays and Addresses*. New York: The Century Company, 1898.

³ *Report of the Committee of Ten on Secondary School Studies*, National Education Association, New York: American Book Company, 1894, p. 3.

⁴ "Report of the Committee of Fifteen," *Addresses and Proceedings of the National Education Association*, 1895, pp. 132-37.

⁵ "Report of the Committee on College Entrance Requirements," *Addresses and Proceedings of the National Education Association*, 1899, pp. 632-77.

⁶ Gilbert B. Morrison, Chairman, "Report of the Committee on An Equal Division of the Twelve Years in the Public Schools Between the District and High Schools," *Addresses and Proceedings of the National Education Association*, 1907, pp. 705-710.

⁷ James H. Baker, Chairman, "Report of the Committee of the National Council of Education on Economy of Time in Education," *United States Bureau of Education Bulletin*, No. 38, 1913, pp. 10-19.

⁸ J. M. Greenwood. "Seven-Year Course of Study for Ward School Pupils," *Education*. XXIII (April, 1903), 455-66; (May, 1903), 538-45.

such as departmentalized teaching, elective courses, promotion by subjects, and home rooms. In 1909-1910, Columbus, Ohio, and Berkeley, California, introduced the 6-3-3 plan of organization. Los Angeles organized five similar schools in 1911. These were the first schools to provide a program to meet the needs of young adolescents. There followed a rapid growth of intermediate schools, with definite objectives based on physical and psychological needs. By 1912 there were 31 cities reporting some form of junior high-school organization. By 1914 there were 193; 1918, 557; 1920, 883; 1930, 1948; 1938, 2372.

It is also worthy of attention that by 1938 there were 6,203 junior-senior high schools, which gives further evidence of the changing trend in public school organization. Largely because of small numbers and economy reasons, the junior-senior high school is looked upon with favor in small communities. It can offer a program that better meets adolescent needs than can the traditional 8-4 plan, without the cost of separate schools which would be uneconomical because of too few students. Another plan that is meeting with some favor, partly because of the development of junior colleges, is the 6-4-4 plan, which provides a four-year junior high school between a six-year elementary school and a four-year junior college. It was first introduced in Pasadena, California, in 1925. The greatest growth of separately organized three-year and four-year junior high schools has been in California, which now has 145.

Thus, we find the junior high school is a development in the history of education which reforms inherent weaknesses in the 8-4 plan, recognizes physical and psychological needs, and forms an articulating segment between the lower and upper segments of our system of public education. This segment has gone through a period of re-adjustment and will continue to do so. It is significant to note that many of the original objectives are still fundamental to its growth. The following section is devoted to the philosophy and objectives of the present-day junior high school.

WHY A JUNIOR HIGH SCHOOL?

Regardless of the school grades included or their relation to the other units above and below, junior high schools are quite generally organized because they satisfy the social and educational needs of children and the educational aspirations of society better than do other plans.

It is an established fact that the period of adolescence is one of rapid and distinct change for young people that places unusual and peculiar demands upon the schools, as any teacher, parent, or psychologist

will testify. It follows that we can better educate young adolescents apart from the children of the elementary school and the maturer post-adolescents of the later secondary years. The junior high school can be understood only as it is held in balance by the nether and upper educational segments which bound it. Briefly stated, junior high schools are established for some or all of the following reasons:

1. The educational program for young adolescents, which includes those from the ages 11 or 12 to ages 15 or 16, needs greater differentiation than is economically possible in most elementary schools.⁹
2. Facilities do not need to be so elaborate or expensive as for the later secondary years.¹⁰
3. Adequate facilities for a suitable junior high-school program are possible only as youngsters for these grades are drawn from several elementary schools rather than from a single elementary school.
4. The characteristics and needs peculiar to young adolescents can best be met in a school designed for them.
5. The transition from the elementary school to the upper secondary can best be made by a distinctive junior high school, thus obviating the break that traditionally exists between the eight-year elementary school and the four-year high school.

The way in which any given community should meet the need for a junior high school will be determined by many factors: the number of pupils to be served, the condition of present school buildings, both elementary and secondary, the extent to which there has been consolidation of school districts, the financial status of the district or districts involved, the interest of the public in educational needs and provisions therefor, and the like. These are factors that only competent boards of education and superintendents can weigh and therefrom determine their policies concerning junior high schools in their communities.

FUNCTIONS

The junior high school as an institution and as a segment of the great American system of public education is definitely on the "growing edge" of educational thought, as it has been since its inception. Although details have changed markedly through the years, the true purposes and functions have changed not at all.

Basically, the junior high school was conceived as a better way to provide for the characteristics and educational needs of young ado-

⁹ For details see Chapter II, "Instructional Programs," and Chapter IV, "Teachers."

¹⁰ For details see Chapter VIII, "The School Plant."

lescents than could either the typical elementary school or the typical high school.

This fundamental concept has survived the many and varied emphases through which public education has passed during the nearly forty years since the first junior high school was established: problem and project methods, Progressive Education, child-centered and community-centered schools, "basic" skills, to name but a few.

In the beginning, however, functions were chiefly incidental to arguments for reorganization of the 8-4 plan. But as the movement spread, various formulations of functions were developed, widely discussed, and eventually modified. Of the early, widely accepted functions, about the only one to disappear almost completely is the "retention of pupils," inasmuch as compulsory attendance laws quite generally exceed the usual junior high age in California and other states where junior high schools have been generally organized. Many of the other functions have been redirected or otherwise modified: economy of time, vocational exploration, guidance, individualization of instruction, exploration of interests and abilities, socialization. Some other concepts have been added, of which integration is the most significant: integration of learning outcomes and integration of the social group.

The most satisfactory current statement of the present functions of the junior high school is presented by Gruhn and Douglass in their book, *The Modern Junior High School*.¹¹ Their six functions follow, with a brief description of each.

Function I. Integration

1. To co-ordinate and integrate into effective and wholesome behavior the skills, attitudes, interests, ideals, and understandings presently or previously acquired
2. To provide for all students a broad, general, and common education in the basic knowledges and skills

Function II. Exploration

1. To lead students to discover and explore their specialized interests, aptitudes, and abilities as a basis for decisions regarding educational and vocational opportunities
2. To stimulate and develop a continually widening range of cultural, social, civic, avocational, and recreational interests

Function III. Guidance

1. To assist students to make intelligent decisions regarding present educational and vocational opportunities and to prepare them to make future educational and vocational decisions

¹¹ William Theodore Gruhn and Harl R. Douglass. *The Modern Junior High School*. New York: Ronald Press. 1947, pp. 59-60.

2. To assist students to make satisfactory mental, emotional, and social adjustments
3. To stimulate and prepare students to participate as effectively as possible in learning activities that so they may reach their maximum (or optimum) development

Function IV. Differentiation

1. To provide differentiated educational facilities and opportunities suited to the varying backgrounds, interests, aptitudes, abilities, personalities, and needs of students in order that each may realize the ultimate aims of education

Function V. Socialization

1. To provide increasingly for effective and satisfying participation in the present complex social order, and to adjust and contribute to future developments and changes in that social order

Function VI. Articulation

1. To provide a gradual transition from pre-adolescent education to education suited to the needs and interests of adolescents

Excellent as this statement of functions is, it needs greater particularization. The following section is a step in this direction.

IMPERATIVE NEEDS OF JUNIOR HIGH-SCHOOL YOUTH

Recently, several of the authors of this handbook participated in a workshop for junior high-school administrators. One group devoted their energies to a consideration of purposes. They found "The Ten Imperative Needs of Youth" as developed by the Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals¹² most stimulating but too broad for vital application to the junior high school. So this group set about to reformulate these needs in terms of the young adolescents of the junior high school.

First, they pointed out that "need" has many facets of meaning. It may be a "felt need," a desire, a wish, something to be attained. It may be a lack. It may be something which those who have arrived know that the oncoming generation must acquire in order to arrive. A need may be emotional or physical or intellectual. It may be individual or social. It may be in terms of participation; it may be in terms of outcomes: skills, knowledges, understandings, attitudes, appreciations, ideals, behavior. It may be oriented to the past, the present, or the fu-

¹² "The Imperative Needs of Youth," *The Bulletin of the National Association of Secondary-School Principals*, May, 1947.

Planning for American Youth. Washington, D. C.: National Association of Secondary-School Principals, 1944. Revised, 1951.

Education for All American Youth. Washington, D. C.: Educational Policies Commission of the National Education Association, 1944.

ture. The workshop committee built upon this concept of need the following particularized statement of the ten *imperative needs* of junior high-school youth.

Imperative Need Number I. All junior high-school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.

1. They need to explore various occupational fields and from the exploration to choose fields to pursue further.
2. They need to analyze their own personal interests and abilities.
3. They need experiences which will give insight into the world at work.
4. They need work experiences at home or elsewhere.
5. They need to have information regarding the activities and requirements of various vocational fields.
6. They need to learn about and practice safety in connection with occupations.
7. They need to grow in their ability to be accurate and to experience satisfaction in the completion of a job well done.
8. They need to learn to work effectively with others and to gain satisfaction from contributing to the welfare of the group.
9. They need to acquire certain skills which are basic to occupational success.

Imperative Need Number II. All junior high-school youth need to develop and maintain abundant physical and mental health.

1. They need to comprehend the significance of health.
2. They need to covet health of body and mind.
3. They need to practice the various habits which result in a life-long pattern of sound health.
4. They need to grow in acquiring physical co-ordinations.
5. They need co-operative and competitive play.
6. They need to succeed frequently and to have notice taken of their progress.
7. They need to achieve emotional stability sufficient to weather the pressures of their environment.
8. They need guidance in understanding and resolving their personal problems.
9. They need to understand the relationship between physical and mental health, with particular reference to changes taking place during adolescence.

Imperative Need Number III. All junior high-school youth need to be participating citizens of their school and community, with increasing orientation to adult citizenship.

1. They need to feel that they are *bona fide* members of the body politic of the school.
2. They need to feel that they are partners with the faculty in the management of the school and the promotion of its welfare.
3. They need to feel that competence and personal worth grant status regardless of race, creed, or socio-economic backgrounds.
4. They need to feel that their role as citizens and their conduct are intimately related.
5. They need to feel that school citizenship provides privileges and opportunities, grants certain rights, and entails definite responsibilities, including a willingness to serve.
6. They need to realize that their school community is organized along lines comparable to the civic organizations of the adult community.
7. They need to experience fully the function of representation in government and in other group activities.
8. They need to understand and appreciate the processes and struggles by which our nation developed and continues to develop.
9. They need to understand and value the distinctive features of democratic society and to cherish the contributions of America to democracy at home and abroad.
10. They need to discover ways in which they can apply their school governmental experiences in classes, extracurricular activities, and student body organization to their out-of-school clubs, gangs, Sunday schools, and other formal or semiformal groups.
11. They need to look forward to playing a vital role in their senior high schools and in later adult citizenship.
12. They need a growing awareness of contemporary problems and need to value and respect honest differences of opinion.

Imperative Need Number IV. All junior high-school youth need experiences and understandings, appropriate to their age and development, which are the foundation of successful home and family life.

1. They need to grow in appreciation, respect, loyalty, and a sense of responsibility toward their own homes.
2. They need help in interpreting and resolving problems which they may experience in their own homes.
3. They need to enrich home life through wholesome leisure-time activities.
4. They need to understand the art of making the home attractive and to learn skills which can be used in the home.
5. They need to associate with members of the opposite sex in a variety of wholesome activities.
6. They need to practice respect for public and private property.

Imperative Need Number V. All junior high-school youth need to develop a sense of the values of material things and on the rights of ownership.

1. They need to look forward with anticipation to life on the highest standard that they are capable of achieving.
2. They need to learn fundamental processes and skills which will enable them to participate effectively in our economic system.
3. They need experience in appraising relative worths of material things.
4. They need to be aware of readily available resources which aid and protect the consumer.
5. They need personal financial experience involving a balance between wants and resources.
6. They need to practice respect for public and private property.

Imperative Need Number VI. All junior high-school youth need to learn about the natural and physical environment and its effects on life and to have opportunities for using the scientific approach in the solution of problems.

1. They need to gather facts and to think clearly about their meaning and their relationship.
2. They need to differentiate between facts and opinions, between truth and fiction.
3. They need to develop a wholesome curiosity about the nature of the earth and living things.
4. They need to understand the importance of natural resources and their conservation.
5. They need to grow in their understanding of biological structures and functional processes of growth.
6. They need to practice healthful and safe habits of living.
7. They need to adjust their ways of living to the world of applied science and invention.
8. They need to understand that co-operative living is imperative in a scientific world.

Imperative Need Number VII. All junior high-school youth need the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.

1. They need opportunities for expression in the various arts and encouragement to take advantage of such opportunities.
2. They need to discover and to develop special talents and abilities.
3. They need opportunities for experiencing and appreciating aesthetic values.

4. They need knowledge which contributes to appreciation of and expression in the arts.
5. They need to learn how to use the principles of beauty in daily living.
6. They need to include expression in some of the arts as part of their leisure-time activities.
7. They need to learn to see the beauty inherent in the universe.
8. They need a growing awareness of the importance of the arts in community living.
9. They need to feel a sense of responsibility for developing and maintaining beauty in the community.

Imperative Need Number VIII. All junior high-school youth need to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.

1. They need opportunities to engage in wholesome leisure-time activities with the opposite sex and to learn to react to the other sex without shyness, rowdiness, or embarrassment.
2. They need to explore a wide range of leisure-time pursuits and their own potential interests in and aptitudes for those pursuits.
3. They need to develop skills and other forms of ability in leisure-time activities to a degree which promotes enjoyment and profit.
4. They need to give increasing attention to planning their use of leisure time.
5. They need to develop respect for the ideal of safety and to learn and practice methods of promoting safety in leisure-time pursuits.
6. They need opportunities for unorganized leisure in which they may engage in chit chat and other informal activities.
7. They need to grow in discriminating use of leisure-time facilities.

Imperative Need Number IX. All junior high-school youth need experiences in group living which contribute to personality and character development; they need to develop respect for other persons and their rights and to grow in ethical insights.

1. They need to feel themselves acceptable to their peers and to have a sense of belonging and security in their environment.
2. They need to become increasingly emancipated from adult control, and at the same time each needs to retain the affection and support of one or more adults.
3. They need to grow in their ability to live harmoniously with others, to plan and work co-operatively toward achieving group decisions.

4. They need to develop skills and attitudes conducive to co-operative efforts for the common good.
5. They need ample opportunities for exercise of wholesome loyalties and responsibilities.
6. They need experiences which give them status with their fellows.
7. They need worthy outlets for their idealism and hero worship.
8. They need group experiences of rich emotional import.
9. They need to develop a system of values to which they refer when making choices and decisions, particularly in matters of conduct; they need to gain assurance in distinguishing between right and wrong.

Imperative Need Number X. All junior high-school youth need to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.

1. They need a growing concept of the purpose and value of language.
2. They need to understand and evaluate facts, ideas, rumors, superstitions, opinions, and propaganda.
3. They need to read with understanding, for information, and for personal satisfaction.
4. They need to determine issues and problems that are meaningful to them personally and for growth in understanding local, national, and world problems.
5. They need to realize the importance of checking their conclusions for reasonableness.
6. They need to learn the skills of speech and writing that are required for expression of their thoughts.

With their attention focused on the "needs of youth," this group did not find time to develop a comparable and complementary statement of the needs of the society for which these youth are being prepared. It is true that many of the "needs" of youth enumerated in the preceding lists stem directly from the "demands" of society. On the other hand, the junior high-school student is usually far enough from adult life that too great emphasis should not be placed upon society's demands.

Finally, the fact that ours is a democratic society cannot be over-emphasized. The schools are the bulwark of our democracy. And the junior high school offers exceptional opportunity for the blossoming social sense of young adolescents. If there is one emphasis that should characterize the junior high school more than any other, it is social and political democracy.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 4, 8a, 8c, 10, 11, 18, 19, 20, 22, 23, 24, 25, 29, 30, 34, 36, 41, 43, 45, 46, 47, 59, 64, 67, 69, 70.

CHAPTER II

Instructional Programs

FRED W. AXE
ROBERT H. LEWIS

CALIFORNIA is diverse. From Crescent City, Yreka, and Alturas near the Oregon boundary to San Diego and Calexico on the Mexican border, this diversity is most apparent in the lives of the people. No better proof of the strength and fundamental soundness of democracy can be presented than the unity of California, an integral part of the nation. This unity of the state is achieved despite the great variety in the economic, industrial, agricultural, and cultural life of its people.

This unity can be readily seen in the educational programs of the junior high schools. The general pattern is the same: all schools offer English, social studies, mathematics, science, physical education, practical arts, and fine arts. Only the emphases in these fundamental subjects and variations in the electives change to fit the needs and the diversity of interests of the boys and girls in individual communities.

It is the purpose of this section to present several instructional programs typical of the state at large, together with other related data. Samples are given, not the conclusions of any real survey. That course names are only topics must be recognized. The same label may be applied to content adapted to the needs of slow learners or of very rapid learners, to the normal or to the atypical, to the pre-academic or to the prevocational, to the nonreaders, to those with language handicaps, and so on *ad infinitum*.¹

In recognition of the three organizational plans under which the junior high grades are administered in California secondary schools, the authors sought samples of instructional programs from representative schools organized under the 6-3-3, 6-4-4, and 6-6 plans. Initially, it was thought that distinctive, possibly significant, differences would be discovered. But other factors such as the philosophy operative in a

¹ The authors recognize that content and method are more important than labels. But it is not possible within the scope of this chapter or of this handbook to cope adequately with the "how" of teaching in the junior high school.

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school system, or its size, or the size of the junior high or of the junior-senior high school, or other less easily recognized factors definitely obscure the effects of grade organization. Two schools under the 6-3-3 plan but under different administrations may be less alike in their offerings than either of them may be like certain other schools organized under one of the other plans.

No doubt grade grouping has considerable administrative bearing and educational significance which do not readily appear in the instructional programs of the schools. Possibly more penetrating research than has been undertaken by the authors would be revealing. It has, therefore, seemed desirable to retain the framework of grade grouping for the presentation of instructional programs in three groups: first, the 6-3-3; secondly, the 6-4-4; lastly, the 6-6.

THE INSTRUCTIONAL PROGRAM IN JUNIOR HIGH SCHOOLS UNDER THE 6-3-3 PLAN

Three cities have been chosen for examples of instructional programs in junior high schools organized under the 6-3-3 plan: one large city in the north, San Francisco; one large city in the south, Los Angeles; and one city of intermediate size and location, San Luis Obispo. No comparisons or evaluations of the programs of these three junior high schools are attempted.

San Francisco

In preparing course outlines, San Francisco maintains a degree of uniformity. The various outlines differ, however, in accordance with the demands of the particular courses. These outlines have been developed in accordance with certain principles as presented in the section on "Guide to Curriculum Construction" contained in *Curriculum Foundations for the San Francisco Secondary Schools*.¹ The following outline, which is quoted with only minor changes in form from the "Guide to Curriculum Construction," provides a background for the general plan of subject offerings to be presented later.

1. *Anticipated outcomes*

- a. Outcomes are stated in terms of specific pupil attainment that can be evaluated in terms of pupil behavior and classroom practices.
- b. Outcomes stress broad relationships, extensive pupil participation, information, and pupil attitude.
- c. Outcomes are stated in terms thoroughly understood by both teachers and pupils at the beginning of any course.

¹*Curriculum Foundations for the San Francisco Secondary Schools*. San Francisco: San Francisco Unified School District, 1943.

- d. Outcomes are stated in such a manner that they can be limited by the length of the course and abilities of the pupils.
- e. Outcomes differ in different classes.

2. *Organization of the Course*

- a. The organization of a course is rich in suggested activities and provides for much teacher and pupil choice and initiative in the manner by which outcomes may be reached.
- b. Organization provides for specific mastery of minimum standards.
- c. Organization provides for continuity without destroying flexibility and the use of teacher-pupil imagination and initiative.
- d. Organization is expressed in terms of broad units of study, work, or experience in order to provide for understanding based on principles and relationships rather than isolated bits of information.
- e. Organization provides for practice in the relationships of skills and practice in actual situations.
- f. Organization provides for continual revision.

3. *Materials*

- a. Adequate library facilities are indicated and materials organized for use with minimum effort.
- b. The use of current material is constantly recognized.
- c. Provision for lists of periodicals and other aids to teaching are made.
- d. Provision is made for annotated listings of adequate visual and auditory aids—films, slides, filmstrips, radio programs, maps, exhibits, and radio recordings.

4. *Classroom Techniques*

- a. In any field, there are suggestions for a variety of techniques.
- b. Effective techniques make adequate provision for wide pupil participation, a range of learning materials, contact with community resources, facilities for research, provision for extensive enrichment and creative effort, adequate drill, stimulation of effective leadership, co-ordination with student activities, correlation with other fields, and application of the field in realistic situations.

5. *Emotional Climate*

- a. Suggestions which promote teacher-pupil relationships on a democratic basis also foster both the co-operative aspects of learning and the ability to do independent thinking.
- b. Screening devices to discover emotional "blocs" are indicated.
- c. Aspects of the learning process inherent in a particular field are specified.

6. Evaluation

- a. Evaluation methods should be developed to measure progress in accordance with and in terms of the different outcomes listed.
- b. Evaluation methods will include both immediate and long-term techniques.
 - (1) Immediate evaluation will be made by the use of objective tests, essay tests, anecdotal records of behavior, rating scales, performance tests, records of participation in research, study, student activity, checklists, and growth charts.
 - (2) Long-term evaluation will be made by follow-up study of success in industry, in home life, and in institutions of higher learning.
- c. Self-evaluation devices will be extensively used.
- d. Evaluation will be a continuous process.
- e. Desirable traits and habits common to all fields such as good work habits, ability to think critically, and desirable social attitudes will be evaluated in all fields.

The table on the next page presents the general plan of subject offerings and requirements for the three-year junior high schools of San Francisco.

Los Angeles

In presenting the instructional program for Los Angeles, a contrasting emphasis is used from the one used in connection with the San Francisco instructional program, which placed stress on the overall phases of curriculum construction. The outcomes, organization, materials, techniques, and evaluations of all fields were discussed. For the Los Angeles program, emphasis is placed on specific areas of instruction and on the reasons why the offerings include English-social studies, mathematics, science, physical education, practical arts, and fine arts. These statements are quoted with only minor changes in form from the Los Angeles course of study.³

English-Social Studies — In both English and social studies, whether taught separately or as an integrated double-period class, the development of skills and the creation of worth-while social and democratic attitudes essential to participating citizenship in our land and times are of joint importance. No single phase of child development is emphasized at the expense of other phases. The English-

³ *Outline Course of Study, Los Angeles City Schools, Junior-Senior High Schools.* Publication No. 436, 1947.

JUNIOR HIGH SUBJECT OFFERINGS AND REQUIREMENTS

San Francisco Unified School District

Low 7	High 7	Low 8	High 8	Low 9	High 9	Number of periods
English..... Social Science..... Arithmetic.....	English..... Social Science..... Arithmetic.....	English..... Social Science..... Arithmetic.....	English..... Social Science..... Arithmetic.....	English..... Social Science..... Elective Mathematics..... Algebra..... Applied Mathematics..... Remedial Mathematics..... Vocational Mathematics..... Business Training.....	English..... Social Science..... Elective Mathematics..... Election determined by: 1. Test data 2. Past record 3. Teacher judgment	1 1 1
Physical Education..... Shop..... Prevocational..... Home making.....	Physical Education..... Shop..... Prevocational..... Home making..... Music or Art: Creative.....	Physical Education..... General Science.....	Physical Education..... General Science.....	Physical Education..... E.....	Physical Education..... E.....	1 1
Music: Vocal..... Strings..... Woodwinds..... Brass.....	Mechanical drawing..... or..... Prevocational.....	E.....	E.....	E.....	E.....	1 6 per school day
Art: Creative..... Mechanical drawing.....						

ART AND MUSIC
Ability screening accomplished here.
Directed music and art elective, Low 7—High 9.

E indicates directed electives selected according to ability
and aptitude predetermined in Low 7, High 7, and Low 8 grades.

social studies field is directed toward assisting every pupil to make the most of himself as an individual and to make his greatest contribution to society.

Mathematics — The major objectives in mathematics may be listed under nine headings:

1. The mastery of the fundamental processes
2. The improvement of reading abilities, particularly in the areas of arithmetic vocabulary and meaning
3. The habit of making judgments based upon objective facts and information
4. The ability to express ideas in exact and concise English
5. The ability to solve simple problems mentally
6. The ability to solve quantitative problems which deal with the arithmetic content of courses in the seventh, eighth, and ninth grades
7. The habit of doing all written work in neat, acceptable form
8. The habit of checking and proving all problems
9. The respect for knowledge, achievement, and good workmanship

Science. — It is the purpose of science to develop the scientific attitude; to awaken curiosity; to help students acquire a growing, factual, scientific background applicable to life experiences; to increase their understanding of themselves and their environment in relation to the scientific background which they have acquired; and to stimulate students to change their choices, habits, and attitudes for more successful living.

Physical Education. — Physical education is an integral part of a well-balanced educational program. Its contribution is being made by means of and through the physical aspect of the individual. It is a definite, fundamental method and program of education through muscular and emotional experience adapted to meet the needs of the individual pupil in all grades. It should not be thought of as a subject but a way of living—a dynamic, vigorous, healthy way of living. Physical education differs from other means of education not in its aims, but in the specific objectives that it emphasizes, and the kind of activity that predominates in the program. It is not just exercise or movement, but a way of developing poise and power of self-expression; nor is it just a release of surplus energy, but a method of using and directing this energy to develop character and moral traits. It is not merely physical development, but a medium of bringing about a fine adjustment of the physical, mental, and emotional reactions of the individual.

Practical Arts—Boys. — Industrial arts is that phase of general education which concerns itself with materials, tools, and machines,

OUTLINE OF JUNIOR HIGH SCHOOL COURSE OF STUDY LOS ANGELES PUBLIC SCHOOLS

COMMON CURRICULUM REQUIRED OF ALL STUDENTS

(Assuming a six-period school day)

Level	Electives	Mathematics and Science	Social Studies	English	Physical Education and Health	Electives
High 9	Elective*	GENERAL AND BUSINESS MATHEMATICS Review of Fundamentals Accounts & Budgets Application of percentage to business	LATIN AMERICA Life and Culture of Mexico, Central America, West Indies, South America	ESSENTIAL ENGLISH Grammar and Composition. Speech Activity Reading Improvement	PHYSICAL EDUCATION Health Education First Aid Athletics-Gymnasium Games—Rhythms	Elective*
Low 9	Elective*	GENERAL SCIENCE	BRITISH COMMONWEALTH OF NATIONS RUSSIA THE ORIENT	ESSENTIAL ENGLISH Grammar and composition Speech Activity Reading Improvement	PHYSICAL EDUCATION Health Education First Aid Athletics-Gymnasium Games—Rhythms	Elective*
High 8	Elective*	GENERAL AND BUSINESS MATHEMATICS Review of Fundamentals Measurement: Linear, Area, Volume Business Arithmetic	U.S. HISTORY & GEOGRAPHY Men & Machines 20th Century U.S. Review of U.S. History and Geography	ESSENTIAL ENGLISH Grammar and Composition Speech Activities Reading Improvement	PHYSICAL EDUCATION Health Education First Aid Athletics-Gymnasium Games—Rhythms	Elective*

Low 8 Art or Music	General Science	U.S. History & Geography	Essential English	Physical Education	Practical Arts
(Course may be selected) Illustration Drawing Form Design Composition	(With Health Implications) Narcotics	The New Government The American Frontier Civil War—Causes & Results	Grammar & Composition Speech Activity Reading Improvement	Athletics-Gymnasium Games Health Education Rhythms	General Metal Printing Foods Typing
High 7 Art or Music	Mathematics	U.S. History and Geography	Essential English	Physical Education	Practical Arts
Color Drawing Painting Design Craft	Continuous practice in the fundamentals & their application Denominate Numbers Graphs—Percentage	New World Beginnings Early Explorers Colonial Life Struggle for Independence	Grammar & Composition Speech Activities Reading Improvement	Athletics-Gymnasium Games Health Education Rhythms	Electricity Woodwork Foods
Low 7 Art or Music	Mathematics	Community Living Today	Essential English	Physical Education	Practical Arts
Color Drawing Painting Reading Craft	Fundamental processes and Their Applications Measurement & Denominate Numbers Introduction to Percentage	Our School Our Neighborhood Los Angeles, Our City California, Our State Basic Concepts of World Geography	Grammar & Composition Speech Activities Reading Improvement	Athletics-Gymnasium Games Health Education Rhythms	Mechanical Drafting Agriculture Handicraft Clothing

* Electives: Agriculture, art, artcraft, type-writing, drama, journalism, public speaking, creative writing, French, Spanish, Latin, foods, clothing, homecraft, electricity, handicraft, general metal, mechanical drafting, printing, woodwork, art metal, piano, glee clubs, orchestra, band, a cappella choir, library, student leadership, student service, science.

together with a variety of life problems, including the discovery of occupational interests, the development of skill in the use of tools and machines, the up-keep of the home and its mechanical appliances, the intelligent selection and use of industrial products and the development of avocational activities. The junior high school industrial arts program is a broadening and finding program for the pupil. He is at a stage in his development when he has a desire to delve into new fields and participate in new experiences.

Practical Arts—Girls. — The objectives in the junior high school homemaking program are to gain an appreciation of the importance of the home in present-day living; to develop basic home skills, such as cooking, sewing, care of clothing, first aid, and care of children; to assist in the more intelligent selection, appreciation, and use of food and clothing and home furnishings; to develop in each pupil the desire to assume greater responsibility for the welfare of the home; to find outlets for creative expression in food, clothing, homecraft, and home furnishings; to develop an attractive personal appearance; to gain an appreciation of good physical and mental health; to develop personal and social relationships that contribute to the development of good citizenship.

Fine Arts—Art. — The seventh-year art classes are basic and fundamental. The pupil at this level has reached the exploratory period of his art experience. He is interested in many media of expression, is intrigued by new processes, and shows a growing desire for mastery of skills and techniques. The eighth- and ninth-grade art classes are definitely planned to fill the needs of students who wish to elect art. They are organized accordingly. These courses can be exploratory in character in order to help students find their individual aptitudes and to develop creative power.

Fine Arts—Music. — Music can satisfy some of the most basic human needs; the instinctive craving for beauty, the necessity for a vital and wholesome emotional expression, the need for understanding one's environment and for relaxation from the tensions it creates, the desire for satisfying social relationships through sharing rich experiences with one's fellows, and the aspiration to nobility and idealism. In addition to general music courses, the junior high school music curriculum offers opportunity for participation in orchestras, bands, instrumental training classes, glee clubs, choruses, and choirs.

San Luis Obispo

San Francisco and Los Angeles have been used to typify the large urban communities, but many three-year junior high schools are

located in the smaller cities of California. Representative of these in size and intermediate location is the San Luis Obispo Junior High School.

The San Luis Obispo school day consists of seven 50-minute periods. All students take six required courses and one elective. Practically all of the elective courses are offered during the fourth period. The seventh grade required subjects are English, arithmetic, social studies, science, physical education, and music and art which are offered on a split-week basis—three days of one and two days of the other. The fourth period elective is chosen from the following subjects: arithmetic improvement, English improvement, spelling, band, orchestra, girls' glee club, and boys' glee club.

The eighth grade required subjects are grouped. First, both boys and girls must take English, social studies, arithmetic, and physical education. The girls are required, in addition, to take one period each of homemaking and home art. The boys take a period of mechanical drawing and a period of general shop. The elective is chosen from conversational Spanish, boys' craft, girls' craft, boys' cooking, spelling, band, orchestra, girls' glee club, and boys' glee club.

The ninth-grade students sign up for their courses on the basis of their choice of major fields of study. These major fields are college preparatory, business, industrial arts, and home economics. All students in each of these fields must take the following three subjects: English, physical education, and a semester each of orientation and of health. In addition, they must take two subjects within their major field. In college preparatory, these subjects are foreign language and algebra. In business, they are typing and general business. In industrial arts, they are two periods of each of the four shops offered on a semester basis: woodshop, electric shop, auto shop, and general shop. The home economics students must take a period of homemaking and another of home art. The agriculture students must take a period of agriculture and another of farm mechanics. The electives from which the ninth-grade students may choose are the following: mechanical drawing, radio, woodshop, girls' craft, typing, general mathematics, arithmetic improvement, English improvement, office practice, band, orchestra, girls' glee club, and boys' glee club. It may have been noted that only six periods have been designated for the ninth-grade students. For their seventh period, which may be any school period during the day, these students are assigned to "study."

THE INSTRUCTIONAL PROGRAM IN JUNIOR HIGH SCHOOLS UNDER THE 6-4-4 PLAN

Longest established of the California school systems under the 6-4-4 plan is that of Pasadena. The following statement of the func-

tions of the junior high school in their plan of organization is a quotation with only minor changes in form from *The Pasadena Junior High Schools*.⁴ The statement offers background for understanding the program of studies which are presented in the latter part of this chapter.

Pasadena Junior High-School Plan

To say that the pattern of organization of a public school system does not significantly affect the quality of the educational services and the attainable outcomes is to ignore the historical causes and objectives of structural reorganization. When a school system changes over from an 8-4-2 organization to a 6-3-3-2, a 6-6-2, or a 6-4-4 organization, those responsible for the reorganization should have clearly in mind significant changes and modifications of purposes, offerings, and outcomes.

To establish a junior high school of any kind is to depart sharply from traditional educational aims, procedures, and purposes. The junior high school is a relatively new unit in American educational organization. It was introduced for the express purpose of freeing teachers and students alike from the deadening routine of memorization and drill that characterized upper elementary education at that time, and from the critical selectivity of college preparation traditionally the predominating function of the American high school. The junior high school was sponsored by those parents and those teachers who were primarily interested in children, and in activities fitted to their needs and interests.

These releases in no way freed the junior high school from responsibility or lessened its burden. Immediately there was a demand for teachers of professional competency: teachers who were sensitive to individual and social needs; teachers who were well grounded in psychology; teachers who knew when and where and how learning takes place; teachers who were able to guide to sound educational, social, and economic goals a mixed and changing group of adolescent, pre-adolescent, and post-adolescent youth.

Efficient junior high-school teachers induce proficiency in knowledge and skills of a better quality than those attainable in the traditional eight-year elementary school. They do this by methods that nurture youth and spur them to the fullest possible development of which they are capable. These teachers select and prepare those students who are collegebound better than was done in the traditional four-year high school; and, at the same time, they provide educational

⁴ *The Pasadena Junior High Schools*. Pasadena: Pasadena City Schools, 1947-1948.

services of equal quality and significance for all American youth whatever their capabilities, interests, or purposes.

The four-year junior high school was designed to give the teachers in this unit a better opportunity and a longer period of time in which to achieve these purposes. It serves youth during four of their most impressionable and plastic years. It has a superior opportunity to identify needs and to provide offerings and services to meet them.

The question as to the merit of this form of organization is, in the final analysis, a question of whether a professionally trained and competent faculty can, in fact, through the medium of a unified and co-ordinated curriculum, better serve youth than is likely to be possible in other patterns of reorganization providing a shorter period of time and a less well-integrated and co-ordinated program. The answer is obvious. The four-year junior high school should, by its very nature, give better results, according to the staunch advocates of this form of organization.

The Pasadena junior high-school day is divided into six periods. In all four years, three of these periods are filled with required courses: a one-period course in physical education and a two-period course in English-social studies. The one exception is that newswriting may be taken by a limited number of qualified students in lieu of High 10 English.

In addition to these uniformly required subjects, there are certain other courses required but peculiar to each grade. Thus in the seventh grade, all must take arithmetic and one semester of art and one of general music. For the latter, substitutions may be made from one of the following: band, boys' choir, orchestra, or piano. The sixth period is differentiated for boys and for girls. The former must take industrial drafting and graphic arts one semester, and general wood and general metal the other. For all girls, homemaking is required both semesters.

In the eighth grade, general science is required both semesters. The subjects for the other two periods may be chosen from a list of some eleven electives. These two courses are usually taken both semesters. The list is as follows: art, arithmetic, band, boys' choir, homemaking, industrial arts,⁸ junior glee club, library craft, orchestra, penmanship and spelling, and speech (1 semester, High 8).

In the ninth grade, the three periods of basic required subjects are supplemented by three periods of electives, usually two semesters for each, to be chosen from the following list: algebra, art, art activi-

⁸ "Industrial Powers" (1 semester) is recommended for Low 8 but may be taken in High 8. Students who have completed "Industrial Powers" may elect any industrial arts subject excepting stagecraft or projection. Certain exceptions to this recommendation are allowed.

ties (1 semester), artcraft,⁶ band, business training, clothing,⁷ foods,⁷ French, general mathematics, graphic arts, industrial drafting, Latin, library-craft, metals, office practice,⁸ orchestra, powers, personal accounts,⁸ projection, senior glee club, Spanish, speech, stagecraft, typing, and woods.

Tenth-grade students are required to take biology in addition to the three periods of basic subjects. The two remaining periods are open for two-semester electives (usually) to be chosen from the following list: algebra, art, art activities (1 semester), artcraft,⁹ band, business training,¹⁰ clothing,¹¹ foods,¹¹ French, general mathematics, geometry, German, graphic arts, Latin, library craft, metal, office practice, orchestra, personal accounts, powers, projection (1 semester), senior glee club, Spanish, speech, stagecraft, typing, and woods.

THE INSTRUCTIONAL PROGRAM IN THE JUNIOR HIGH-SCHOOL GRADES UNDER THE 6-6 PLAN

The small school systems of California find that the only economically possible plan by which they can provide the junior high-school type of organization is to combine the housing and administration of grades 7 to 9 and 10 to 12 in a junior-senior or six-year high school. Fort Bragg, a discription of which is presented below, illustrates this plan.

Fort Bragg Plan

Fort Bragg has a mimeographed course of study giving for each subject by grades the general objectives, specific objectives, and content. The following general objectives for social studies are illustrative.

Seventh Grade

1. To develop within the student social understanding, knowledge, and attitudes
2. To acquaint the student with social, political, and economic problems of today
3. To stimulate good citizenship

Eighth Grade

1. To prepare the student for citizenship and to help him in the development of higher national ideals

⁶ The second semester of the course may be taken before the first semester.

⁷ Some schools offer homemaking in the ninth and tenth grades in place of foods and clothing. The content of the courses is essentially the same.

⁸ Recommended for tenth grade.

⁹ The second semester of the course may be taken before the first semester.

¹⁰ Recommended for ninth grade.

¹¹ Some schools offer Homemaking III and IV in the ninth and tenth grades in place of Foods I and II and Clothing I and II.

Ninth Grade

1. To provide for the acquisition of political, social, and economic knowledges which will assist in making the world more intelligible to the student
2. To encourage development of reasoning power and critical judgment based upon acquisition and understanding of facts
3. To help the student attain higher standards of conduct and to develop such attitudes as self-reliance, co-operation, and tolerance
4. To aid the student in adjusting to his environment and encouraging him to improve that environment

Similar formulations have been developed to guide the faculty with respect to the entire curriculum.

The school day is divided into six regular periods and one special period. The latter precedes the last or sixth period and is largely given over to such subjects as tumbling, folk dancing, recreational sports, boys' glee, girls' glee, band, and photography. A few subjects, such as eighth-grade science and English, are scheduled for this period.

In all three junior high-school grades, English, physical education, science, and social studies are required. Seventh- and eighth-grader students must also take arithmetic and art. Music is required of seventh-grader students; and woodwork or home economics of eighth-grader students. Only ninth-grader students may elect subjects. They may choose from algebra, art, general mathematics, mechanical drawing, printing, and woodwork.

STATEWIDE OVERVIEW

Although instructional programs are highly varied, the similarities are greater than the diversities. All junior high-school programs are based upon a school day broken into periods for different subjects taught by teachers who are, more or less, subject specialists. Whenever programs are built around a core curriculum, the result is a modification rather than any essential change in the traditional subject-period program. Much more change is evident in the method and the content than in the form of the instructional program.

The prevalent daily program is six periods plus home room; but there are numerous minor variations omitting home room, adding a special period, or increasing the number of periods. All schools include in their instructional programs the following subjects, which, although adapted to individual differences, are common to all pupils: English-social studies, whether separate, combined, or integrated; mathematics; physical education; fine arts; practical arts; and science.

Everywhere the instructional program illustrates the exploratory purpose of the junior high school, with many fine-arts and practical-arts subjects, the variety being generally greater in the larger schools. Provision for students to elect subjects in the fine and practical arts fields is present in all junior high schools, the electives increasing from nothing more than instrumental music in the low seventh grade of some schools to sometimes as many as a score of subjects in the ninth or tenth grade. In the various schools fifteen to fifty per cent of the school day is given to content which is exploratory in purpose, and fifty to eighty-five per cent of the day is devoted to general education.

Individual junior high schools, whether in small or in large districts, usually have the opportunity to experiment or develop their own suggestions with respect to the instructional program. Change seems to be restricted more by inertia within the school than by external authority. Some present experiments are listed below:

1. Postponing algebra to senior high school
2. Teaching mechanical drawing in other classes rather than as a separate subject
3. Moving foreign language up or down in the curriculum
4. Establishing various time relationships with respect to mathematics and science
5. Reducing pupil-teacher contacts by multiple scheduling
6. Including sex or family life education at various places in the curriculum
7. Altering social studies to obtain more effective results with respect to desirable behavior habits
8. Moving extracurricular activities into the curriculum; for example, student government

Any class scheduled for fewer than five periods a week for the entire semester is usually held daily for a period of several weeks; then its place on the schedule is exchanged with one held daily for the balance of the semester. Very few junior high schools now maintain a study hall scheduled for a separate period.

As in any field, practice lags behind the best thought. There is almost universal dissatisfaction with the extent to which schools are meeting the actual needs of students, and the degree to which the social implications of all subjects are realized.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 1, 2, 4, 7, 8a, 8c, 10, 11, 18, 19, 20, 22, 23, 24, 25, 29, 30, 32, 33, 34, 35, 36, 40, 42, 45, 47, 48, 52, 55, 59, 64, 65, 67, 69, 70.

CHAPTER III

Student Body Organization

EVELYN L. DAYMAN

THE general objectives of education for a democracy have especially important implications when considering the subject of student body organization. These objectives may be stated as principles of democracy, respect for the worth of the individual, respect for freedom, civil liberties, authority and leadership, assumption of responsibility, concern for the welfare of the group, and faith in intelligence in solving problems. "Imperative Need Number III," as given in Chapter I of this *Handbook* particularly applies to student participation in activities of citizenship.

In order to teach the ways of democracy, teachers need to understand the concepts that are truly basic to American democracy. They need to believe in youth, to believe in the democratic way of life, to realize that one learns by doing, to be aware of how junior high-school pupils learn to understand and put into practice concepts, and to give their endeavors to work with pupils in order that they may learn how to be effective citizens in their schools and communities now, and later in the larger civic community of their own state and nation.

Inasmuch as means determine outcomes, youth must be given many and varied opportunities to experience democracy. Their past experiences and their abilities will probably determine the extent of such opportunities at a given time. Responsibility should be emphasized especially, for freedom is earned, not granted, and must be built through the use of intelligence. Individuals must be trained to make choices and to act upon them. It is important for the ends of democracy that children feel a sense of security, a sense of serenity, of belonging, and of contributive participation, because the insecure person is the one who is subservient, who wants to be told what to do, or who is antagonistic. Too much responsibility thrust upon students before they are able to use it may leave them confused and floundering; for this reason, school government in junior high school is one of students and teachers working together. Students participate, guided by adults

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who, because of their maturity and wider experience, are able to anticipate consequences and who rely on such fore sight rather than authority vested in them as teachers.¹

Basic concepts that should be taught in the government, activities, and classes of a junior high school are freedom of expression, of religious worship, of inquiry; open and critical mindedness; concern for the general welfare, the purpose of the rule of the majority, the rights of the loyal minority; a respect for the processes of law, justice for all, allowable reasons for assemblage; the purpose and functioning of representation of all in government; liberty and its limitations; the efficiency of the democratic method when truly practiced; the obligations of the individual to serve others, to ensure health and safety, to care for property, to have personal integrity, to respect the rights of others, to realize the value of human relationships without prejudice as to race, color, creed, social, or economic status; to realize that privileges entail duties, that they must not be abused, that authority entails responsibility, and that every one who is granted a privilege or authority by a group is accountable to that group; that leaders and followers have specific duties; that controversies may be settled by peaceful methods; that money has use and value; that there is worth in leisure time; that one needs to respect himself and all other individuals; that one needs respect for competency in positions of responsibility; that the economic system, whatever its form, must contribute to the better and richer life for all; that the American ideal is the ideal of democracy; that it is a moral ideal; that the citizen in a democracy needs to be self-disciplined and to know why he wants democratic means and ends.

✓ ORGANIZATION FOR STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

All schools need a basic student organization consisting of a group of officers and representatives of all students. But no one plan can be said to be always the best. Each school develops an organization which meets its needs as the teachers and students together ascertain these needs.

Many educators feel that the idea of "self-government" is no longer a satisfactory guide to student participation. Rather, a better concept is that faculty and students are members of the school body politic, that teachers and students vote, and that all work together to meet the objectives of the organization. The underlining thought is participation by all students and all members of the faculty in the internal government of the school.

¹ Albertine Scott Harvey. Unpublished study of student activities at the junior high-school level in connection with the Stanford University Social Education Investigation.

The Governing Body. — The plan of organization of the student-teacher internal government of the school should be developed by teachers and students. Consideration should be given to the kinds of activities appropriate to junior high-school students: In which areas will they be allowed to make final decisions? In which will they be asked to participate with teachers in determining policies? In which will they sit merely as consultants?

Whether the unit for organization is the home room, social studies class, English class, or a fused-subject class does not seem to make too great difference. More generally, the home room is the basic unit. It is important, however, that this unit be a type of group to which each student in the school belongs—and where he feels that he is a respected individual. In addition, the group should have ample time and adequate leadership for discussing the policies and issues that need consideration. The unit must not only be an electing group, but also a group that intensively studies the problems raised and programs proposed.

Students of this school unit need to learn the basic concept of representative government. There will be representation of each unit in the central governing body, which considers the problems of the school and the policies needed. Each representative brings from his group problems for discussion in the central body and reports the opinion or decisions of the central body back to his group unit. Minorities are recognized and their reports given consideration, but after the majority of students—acting with the help of experienced and friendly teachers—have made decisions, all are obliged to respect them.

This central representative body should go beyond consideration of the immediate school needs and the formulation of policies. It should help to direct the thinking of students toward constructive attitudes regarding democracy. Thus, this body may issue statements concerning the significance of national holidays, traditions, and great documents such as the Constitution and the report of the President's Committee on Civil Rights, the significant ideas of persons whose birthdays are commemorated, the meaning of special days such as Pan American Day and Flag Day, and the value and opportunities of California Public Schools Week, American Education Week, and of the California Centennial. This group may also give leadership in worthy community causes such as Red Cross, Community Chest, and the March of Dimes.

Some schools of the state have elective classes in which the needs of the school are studied, issues determined, and policies developed.²

² Some of the state's junior high schools have grade councils; others have two councils—one for the three lower half-grades and one for the three upper half-grades. One school even has half-grade councils, with representatives from the home rooms of each half-grade.

Officers of the school and chairmen of major committees should elect this class, and representatives of the home rooms or class units should meet periodically, even daily, with it. In some other schools, this class may be merged with a required social studies course. In others, one day a week is designated as activity day, when all groups, including the central representative group, are scheduled to meet. Some schools drop a period of classes on a rotating schedule and use this period for activities. Others use a special clock schedule so as to shorten regular class periods and add one period for activities.

It is obvious that a program of student participation in governing a school will not meet its objectives unless it is dignified by having time in the school's schedule. Whether the activity is a part of the regular or extended school day, it needs to be regularly scheduled.

The basic group may have various names, such as council, congress, and board. The most commonly elected officers are president, vice-president, and secretary. Sometimes there are two vice-presidents, a boy and a girl, who are the chief officers of the boys' and of the girls' service organizations, such as Big Brothers, Big Sisters, or Knights and Ladies. Certainly many school problems are of particular concern to boys; others, to girls. Other suborganizations that may be needed in schools include class governing board, safety organization, a Junior Red Cross chapter, hostess and usher groups.

Major committees that may be needed are: art, assemblies, athletics, attendance, awards, cafeteria, care of property, charity drives, community relations, correct dress and appearance, courtesy and etiquette, elections, finances, health, inter-racial understandings, library, PTA, publications, social affairs, thrift, traditions.

Plans for Student-Faculty Organization. — If the plan is extensive in scope, ample time needs to be allowed the faculty sponsor or many teachers need to be drawn in as sponsors, with the chief sponsor acting as a co-ordinator.

Some schools may have little more than a president, vice-president, and secretary; possibly augmented by some type of representative body which may meet as a class, or at regularly scheduled times, or upon call when emergencies arise. Some schools organize along lines similar to those of our national and state governments.

On the following page is a diagrammatic presentation of the principal features of two plans. The first, Plan A, is along state-national governmental lines; the other, Plan B, is less formal.

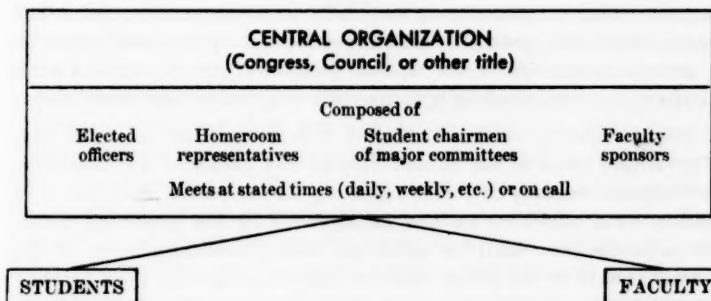
Elections. — Appreciation of the obligation to vote and to elect qualified officers can be taught as well as can appreciation and accomplishment in any field of learning. The program of elections should include the following steps. *First*, the offices to be filled, the duties

PLAN A

STUDENTS AND FACULTY

Student Congress (Legislative)	Student Council (Administrative)	Student Court (Judicial)
Composed of elected student body officers, homeroom representatives, and faculty sponsor	Composed of elected student body officers and school principal	Composed of selected students (who wish to serve and are approved by faculty and fellow students) and faculty sponsor
Presided over by student body president	Presided over by student body president	Presided over by elected chief justice
Meets daily as a class	Meets bi-weekly or on call	Meets daily as a class

PLAN B



to be performed, and the qualifications required of candidates, should be presented to the student body. *Second*, nomination petitions, with places for signatures of students and faculty members who recommend the candidates, should be circulated by candidates or their friends. Ample time must be allowed for securing these recommendations. *Third*, each candidate's qualifications and signatures of students and faculty should be examined by a duly appointed committee. *Fourth*, a nomination assembly should be held. Nomination speeches may be made by fellow students or the candidates may present their own qualifications and solicitation for votes. In any case, the speeches need to be supervised and rehearsed. Finally an election with official ballots and secret balloting should be held. Balloting usually takes place in the home room, although some schools hold their elections outside of school time in order to impress upon students the importance of taking time to vote. Election booths are sometimes used as in adult elections.

Whatever the plan or name, care needs to be taken that it is purposeful, that it works, and that it is subject to change as new needs arise. In making a new plan, ample time must be provided.

FINANCES

Junior high-school students should have as specific and vital a relation to the raising and expenditure of funds within the school as they have with the over-all body politic of the school. In fact, the management of the school's funds should be but one phase of the total functioning of the student-faculty organization.

Care must be taken not to permit students to exploit their fellow students and their families. How much money should be asked of them is a problem. Sometimes the ideals of democratic society are undermined when great pressure is put upon students to pay, even though their school may need many things that are not provided by public taxes.

Purpose. — The purpose of student body funds is to provide a means by which a student body may carry on those extracurricular activities which are generally considered necessary for realization of the general objectives of the modern secondary school. Among such activities, to mention only a few, are athletics, drama, and music clubs.

Legal Aspects. — The California Education Code provides that the governing board of any school district may authorize any organization composed entirely of pupils attending the schools of the district to maintain such activities as may be approved by the governing board. Such organizations shall be under the control and regulation of the governing board of the school district, and shall have as their purpose the conduct of activities on behalf of the students. This purpose must be approved by the school authorities and not in conflict with the authority and responsibility of the public school officials. The Code further provides that any student body organization may be granted the use of school premises without charge.³

The governing board of a school district is empowered to establish supervision and auditing personnel to be paid from district funds. Procedures and rules are drawn up by which the raising and expending of student body funds is regulated.

In principle, these funds should be spent for the benefit of the students who provide them. It is not anticipated that long-term projects are to be undertaken, in particular those which require capital outlays so great that a long period of time is needed to build up adequate funds. Furthermore, no educational equipment or supplies normally furnished by a school district should be paid by student body funds.

School District Control of Organizations. — The type of organization for the control of study body funds varies largely in conformity with the size and complexity of school districts. In a district having

³ Education Code Sections 16141-16144.

but one junior high school, the principal or a delegated faculty member usually serves as business manager of all student body activities.

In larger systems, a supervisor of student body finances is often employed by the district board to co-ordinate these activities in all schools. This official may be advised by a committee of principals and vice-principals in making decisions regarding questions as they arise, such as those relating to articles to be sold in student stores, collections to be made, purchase of school jewelry, and limitations to be placed on reserve funds and expenditures.

School Control of Organization. — The usual practice is to recognize the principal as the trustee of all funds and to place responsibility in his office to see that the provisions of the Education Code and local board rules are properly carried out within his school. Elected student officers should pass upon all expenditures and keep a record which is subject to audit.

Schools which handle sufficiently large sums of money, operate cafeterias, conduct student stores, and have other comparable financial responsibilities usually employ a financial manager on either a part-time or full-time basis. This manager may be employed in part or wholly by the school district or by the student body or jointly by both. Whatever the terms of employment, the financial manager handles all funds, keeps all records, and in general manages the financial activities of the student body and its subgroups under the direction of the student-faculty organization.

SUMMARY AND EVALUATION

The democratic way, in school, often is the long way and the hard way. Some students and some teachers grow restive with its seeming delay. Surely, there are times when the work should be done by people of experience. It is a large job to attempt to have students and teachers together solve the problems of a school and at the same time to keep procedures simple enough for the junior high-school level. Yet if the dignity and worth of the individual are accepted, there is a moral obligation to make the attempt. Furthermore, some growth will be made in the democratic way of living if the school definitely teaches for this objective; if boys and girls are given situations in which they may practice democratic procedures; and particularly, if they are given opportunities to see democratic practices put into operation by their principals and all their teachers.*

The *imperative need of youth for learning the ways of democracy* may be largely realized through a democratically organized student

* Albertine Scott Harvey. *Op. cit.*, p. 43.

body sponsored and encouraged by the faculty. It must include at least the following characteristics and functions:

Student body officers, with well-defined qualifications and responsibilities, elected by the student body by secret ballot.

A legislative body that is representative of some recognized unit, such as the home room. Members must be elected by secret ballot.

A judicial body chosen democratically, with well-defined qualifications and responsibilities.

An administrative body vested with positive but well-defined authority and responsibilities.

Spheres of responsibility and action for the student body clearly defined and respected. Students should assume responsibilities as great as their capabilities will permit; but they should not be allowed to get beyond their depth.⁵

Many may feel that teaching for the democratic way of life cannot be evaluated. Surely teachers can know if there is growth in social sensitivity upon the part of students. We, as educators, can ask ourselves certain pertinent questions and find the answers in the behavior of students, and thereby know if there has been growth toward desired outcomes.

Some pertinent questions which will help the educator determine if students are learning democracy are stated here.

Do our procedures engage many students actively in groups for government and service?

Do those who especially serve do so without expecting special privilege?

How nearly do students meet accepted standards when more or less on their own, as at assemblies and athletic events, on the way to and from school?

Are leaders developed?

Are they a part of the larger group or do they form a "clique?"

Are members of minority groups happy?

Do we dare to formulate such questions and face the answers? The following are questions that the Educational Policies Commission would put to us.⁶ Although directed at the entire secondary level, they are significant for the junior high school.

Student life: Routine Level. Did you set up a plan of student government in your high school and then leave it to run itself? Do you regard student life outside of regular class hours as no particular business of the school? Is the

⁵ This statement does not mean that they should not have opportunity to make mistakes, to suffer the consequences, and to correct their errors.

⁶ *Learning the Ways of Democracy.* Washington: Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators, 1940, pp.

one really big and important student activity the interscholastic athletic contest? Do most of the members of your faculty regard student clubs as a waste of time that might better be spent in home study? Do they regard student government primarily as a useful accessory for securing conformity to school regulations? Are your school social functions chiefly for the social elite of the school and the community? If the answer to these questions is "yes," your school is functioning at the routine level. You have made the barest beginning of extracting from the extraclassroom activities the greater potential civic values that reside therein...

Student life: Imitative Level. Have student activities grown up rapidly in your school, but grown without plan or purpose? Do you introduce new student activities because other schools have them rather than because your students need and want them? Do you swing between the extremes of a benevolent dictatorship over student life (in the name of efficiency) and complete abdication of responsibility (in the name of democracy)? Are your student elections primarily beauty or popularity contests, lacking real issues and exhibiting the seamy campaign practices of adult politics at their worst? Are your student courts concerned with punishment, careless about prevention? Are you constantly trying to modify the rules and bylaws so as to make your student activities more valuable, and are you constantly disappointed by the results obtained in this way? If so, you are still operating this part of your citizenship education program at the imitative level. But, in being willing to break with the past and to try out new procedures, your school has made a beginning.

Student life: Constructive Level. Have you developed out-of-class activities in terms of the needs of your students and your communities? Is the student activity program a fully recognized, highly prestigious part of your school's work? Do you use student activities as laboratories of civic education so that the line between curricular and extracurricular is indistinguishable? Is the school paper a means for forming and informing public opinion on school and community problems? Are your student elections conducted with high standards and based on real issues in the work of the school? Do you extend to student organizations all the freedom they can take, stopping, however, before the point where practice is given in undemocratic procedures? Are your student clubs conceived and operated in terms of service to the group and enrichment of individual lives? Do you protect your student activities from exploitation by commercial or other special interests? If you can answer "yes" to questions like these, your school has achieved the constructive level in one of the most difficult yet most rewarding phases of citizenship training.

Finally, some warnings. Do not copy plans of other schools unless they have purpose and meaning for the teachers and students of your school. Do not go overboard in having students make decisions. Let them work with the problems concerning which they may make decisions. Ask them for advice, not decisions, when their reactions can and should help the teachers in making decisions. Moreover, have faith in the judgments of students. They know a great deal about their needs and the solution of the problems of our schools.

Students and teachers need to realize, however, that state laws limit the decisions that local school people may make. Similarly, boards of education and superintendents in local systems place some limits. And likewise, the administrators of a particular school are vested with certain responsibilities which require them at times to make decisions independently of faculty and students.

Finally, remember that the democratic process often works slowly; that there will be failures. Students will never learn how to weigh issues and arrive at conclusions and make decisions except by weighing, concluding, and deciding.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 7, 8b, 8c, 10, 16, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 34, 35, 36, 45, 47, 49, 50, 51, 52, 59, 64, 67, 70.

CHAPTER IV

Teachers

HANS W. KOOLEN
G. L. OGDEN

EVEN though the junior high schools of California have been generally accepted for several decades, the selection and training of teachers for this "lower secondary school" have been opportunistic and of a catch-as-catch-can nature. The training institutions prepare teachers for either the elementary school or for the "high" school, but not for the "middle" school.

All too often, therefore, teachers find themselves teaching in a junior high school through some purely fortuitous set of circumstances without either purposeful and adequate professional preparation or the will to make teaching in the junior high school a career. Unfortunately, such teachers not infrequently consider young adolescents as noisy, unwholesome, little imps from whom they long to escape. They do not accept, enjoy, or understand these youngsters, much less believe in the junior high school as an essential and valid unit of our educational system, with its philosophy of activity, experimentation, exploration, orientation, and social adjustment.

Some of the more important personal qualifications and types of pre-training desired for junior high-school teachers as well as some phases of in-service training necessary to make good teachers better are presented in this chapter.

PERSONAL QUALITIES

Leadership

Leadership is that quality which commands respect; that human magnetism which draws youth because they feel that the person who has this quality is one who knows and understands the problems, the desires, the likes and dislikes of youth, and knows how to discuss these matters with them on their own level. Leadership, both at play and at work, is the ability to lead youth organizations such as scouts,

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Y.M.C.A., Campfire clubs, and athletic groups, as well as classes and other formal school groups. The good teacher is usually a leader in his community. He works and associates with adults and takes part in civic and church affairs.

The characteristics which contribute to this master quality of leadership are numerous and often subtle. The true teacher-leader is first of all a person of high character standards, a good example at all times. His general appearance, facial expression, voice, and manner are pleasing, yet forceful. Add to these a sense of humor and spontaneous enthusiasm, and dynamic leadership is assured.

1. *Appearance.* — Good personal appearance is one of the teacher's leading assets. It is not necessary that he be the first to display the new fashions, neither the last to leave off the old. Many teachers believe in the practice of appropriate simplicity. Not only the clothes count, but also posture, manner, and (for women) the proper amount of make-up. Maintaining good appearance is an art and is just as important for older teachers as it is for the younger teachers in the school system.

2. *Facial Expression.* — To most people, an individual's face is as an open book. In it they read feelings and emotions. Junior high-school students are quick to detect expressions, both pleasant and unpleasant. Therefore, the successful teacher makes every effort to forget his outside problems while in school and to be friendly, kind, and understanding at all times.

3. *Voice.* — The successful teacher's speech also expresses a pleasing personality. He is careful in his choice of words, setting an example in regard to good speech and avoiding the use of sarcasm or "verbal digs." Although all teachers cannot be blessed with low, smooth, well-modulated voices, they can, through well-directed effort, greatly improve their voices. It is recommended that every teacher, before receiving his credential, be required to study his own voice, to take a course in public speaking. Teachers who have penetrating, raspy, shrill voices have a tremendous handicap which often makes them unsuited for the teaching profession.

4. *Sense of Humor.* — A teacher who can laugh with the group and yet know when to "draw the line" has much in his favor. Being too friendly with students, as well as being too reserved, can lead to undesirable ends.

5. *Enthusiasm.* — The enthusiastic teacher likes his work and is interested in boys and girls. His enthusiasm makes him eager to do more than is actually required of him, whether in the classroom or in extracurricular activities.

Fellowship

Leader though he be, a teacher must also possess those feelings and understandings that place him in the fellowship of man, especially the fellowship of his students and their parents.

1. *First, the Pupil.* — Every teacher realizes that pupils differ in both mental and physical ability, and that it is important to give consideration to these individual variations. Those who work more rapidly should be given appropriate additional work to do. Those who experience difficulties may be given extra help and special assignments when possible. The pupil always comes first.

Good junior high-school teachers understand the problems of junior high-school students occasioned by the growth and development peculiar to the years of early adolescence. The future success or failure of a person is often determined at this time. It is doubly important that he be under the guidance of one who is patient with the unstable, the highly emotional, or the problem pupil; tolerant of the views and ideas of others.

2. *Parent-Teacher Relations.* — A good teacher is able to establish sound relations with the parents of his students. The child is their most precious possession. They are eager to have him succeed. His successes should be shared with them. Failure of a student to keep up with other members of a class is a major disappointment to most parents. At such times, the successful teacher is tactful and understanding in order that teacher and parent may work together for the benefit of the student. Reports should be made to parents with such tact that there is engendered an attitude of reciprocal feeling about the problem before the parent arrives for a conference that has been requested by the teacher. In fact, meeting the parent in the home often obviates the embarrassment and tensions occasioned by a summons to the school. Teachers who take an interest in parent-teacher association meetings and otherwise become personally acquainted with parents will find that they will establish a fellowship that will be invaluable to them.

PRESERVICE TRAINING

Teaching more nearly approaches the truly professional level in California than in most regions of our country. In order to attain acceptance, the aspirant must secure a minimum of preservice training in at least three areas; first, a broad, general scholastic foundation; second, specialized training through which the skills and knowledges of one or more fields have been mastered; and third, professional training through which attitudes, ideals, understandings, and skills of

the teaching profession have been fairly well started, possibly even established.

Scholastic Foundation

The scholastic preparation of a junior high-school teacher needs to be especially broad for a number of reasons. First of these is the relatively unspecialized nature of the junior high-school curriculum. Substantial knowledge of many fields is needed by most teachers almost daily.

A second reason is the need for a broad enough foundation in which to root the teacher's specialty so that it is not a narrow specialization. In order that students may be truly helped to become integrated individuals, the teachers themselves also need to be well-integrated persons.

A third cogent reason is the considerable variety of subject fields in which most teachers are called upon to teach at one time or another. This practice, although berated by some, is not wholly nefarious. Breadth of training and interests characterize most successful teachers at this level.

Command of the English language sufficient to make for ease of speaking and writing, or reading and listening is essential for all teachers. Likewise, they need a familiarity with social, economic, and political affairs, possibly even on the international level. Such knowledge is basic to social literacy.

A teacher in the junior high school must hold at least one of several credentials: a general elementary school credential (which authorizes the holder to teach in grades 7 and 8 of a junior high school); a junior high-school credential; a general secondary-school credential; or a special secondary-school credential (authorizing the holder to teach only those subjects named in the credential).

Teachers for all academic subjects should have at least a college minor, and preferably a college major, in the subjects they are required to teach. Many teachers are, however, being asked to teach subjects in which they have had very little preparation simply because no other teacher is available. Broad use of the general secondary-school credential makes such assignments possible. This credential is often abused; but, were it not available, small schools would often find difficulty in providing a sufficient variety of courses.

Specialization

Although specialization may seem to have been disparaged to some extent in the preceding paragraphs, it is one of the distinguishing characteristics of today's junior high school. Some degree of

specialized preparation is needed for teaching in all fields, but certain fields commonly included in the junior high-school instructional program are more specialized than others, notably, art, homemaking, industrial arts, music, physical education, and typing. Even within some of these fields there are sub-specializations such as vocal or instrumental music, metal shop, or printing in the industrial arts, and so on.

Professional Preparation

The pre-employment preparation of teachers along strictly professional lines are of two principal types: (1) learning about education; and (2) practicing the rudiments of teaching.

The "learning about" aspect is largely achieved by a number of introductory courses intended to orient the neophyte to the profession, the history and status of the schools, their organization and methods, the curriculum, and the nature of the students and of society. No very profound understandings are aimed at because of the shortness of time, the natural limitations of those being prepared, due to immaturity and lack of meaningful experience, and the great potentials of the profession.

Similar limitations exist with respect to the "practice" part of the preservice professional training. Nowhere does there exist any opportunity for experience comparable to that given medical interns. Cadet training is a vital part of any teacher-training program. It is here that the beginner's first errors may be detected and overcome before he gets into the classroom on his own. Some colleges recommend one period per week in observation and eight units or four periods per day per semester of actual teaching under a master teacher. When at all possible, it is recommended that cadet or student teachers become active members of a school faculty, arriving and leaving at the required times of day, assisting in extracurricular activities where possible, assuming supervisory duties such as supervision of grounds at noon, and attending department and faculty meetings. They should also attend parent-teacher meetings and become better acquainted with the program offered to bring the school and community closer together. *In fine*, they should serve an internship comparable to that of a young medic.

IN-SERVICE TRAINING

Although one may arbitrarily differentiate between pretraining and in-service training, the two have much in common and are indistinguishable in many respects. Potentially, in-service training is much richer and more meaningful, more varied and extensive. Once one starts

teaching, professional learnings become more selective and self-directed. The teacher-learner's needs are more clearly defined than during the pre-training period. This situation is especially true for teachers who plan to make their career at the junior high-school level, particularly for those whose previous training has been chiefly directed at either the elementary school or the senior high-school level. In-service training activities may be conveniently classified as group or individual. They are usually planned to occur within the confines of the individual school or within the school system.

Group Activities

Group activities are activities which involve group purposing, planning, and participation. All too often they involve only group participation, but purposing and planning group activities are of equal importance.

1. *Group Activities Within a School.* — Every faculty is organized in some manner and for some purpose. Probably the need for building a cohesive, interdependent, smooth-working group is of first importance. Of next importance is the need for professional growth. A faculty organization, consciously developed, can accomplish these ends by a variety of means. Some of these means and their purposes are listed here.

a. *Faculty meetings* provide in-service training if properly planned and conducted. Their main functions are to give administrators and teachers an opportunity to discuss matters of common interest to the school, to issue and clarify administrative policies, to listen to inspirational talks, to transact necessary faculty business, and to enjoy brief social periods together. The preferable type is that worked out on a co-operative basis, in which faculty and administration define their problems together. The other all-too-common type is the one dominated and dictated in a one-sided manner by the administration, in which a curtain is drawn between faculty and administration.

b. *Departmental conferences* can do much in training the new teacher. They provide some planning of activities, orientation in established school procedures, and even some supervision, all of which are needed if the school program is to be a success.

c. *Grade-level meetings* are valuable in bringing together teachers from several fields who work on the same level and on similar problems. Such meetings afford an excellent opportunity for exchange of ideas and add effectiveness to the classroom work of all participants.

d. *Curriculum meetings* center attention upon the curriculum or courses of study and adaptations for the particular school. Such meetings provide opportunity for study, exchange of ideas, and the development of a feeling of belonging and of contributing to the school. Responsibility for curriculum development frequently encourages maximum growth.

e. *Organized workshops* provide opportunity for orientation in the work of the school. Teachers are thus enabled to work uninterruptedly for longer periods of time than can be afforded by short conferences, curriculum committees, or other similar group meetings. Most value is derived from work on some problem or group of problems which need to be solved for the school, either immediately or in the near future. The probability that the results will be used assures real interest and genuine endeavor to secure sound results.

f. *Faculty reading circles* in which reports are made on educational literature have great value when properly motivated and directed. Their greatest value lies in the help they give the busy teacher to keep up on professional reading without having to do it all himself.

g. *An orientation program* conducted prior to the opening of the school year has great value for new teachers or for all teachers at times when major changes are being made in the school program. More and more schools are sponsoring such a program not only as an in-service training measure, but also as a way of starting off a school year smoothly and efficiently.

h. *Social functions* should be planned but not "stuffy." It is imperative for the welfare of a teaching group that they know each other socially as well as professionally. They need to play together. Preferably, social affairs should be planned and conducted by the faculty through a social committee, although more formal social gatherings planned by the administration, to bring all groups together, may have their place. Parenthetically, let it be said that not all social functions need to include the entire faculty; nor do all such functions need to be held away from the school. There are some functions that should include the clerical and custodial staff as well as the faculty.

Group Activities Within a School System. — Most junior high schools are an integral part of a school system. Activities planned on a system-wide basis tend to broaden teachers' perspectives and provide an orientation for their classroom and local school functions. These activities are often organized on a wider basis than a single

school system. Neighboring systems frequently organize co-operative projects. More often, the office of the county superintendent of schools co-ordinates these activities. The following are widely used activities of this nature.

a. Institute meetings, when properly organized, can be of some service in the training of teachers. Usually they are of such short duration that they serve only as inspiration of a temporary nature.

b. Workshops are rapidly taking the place of the more traditional type of inspirational institute. Teachers are drawn together from several schools to work on problems of mutual interest to them such as the science course of study for the eighth grade, or the equipment and supplies needed for teaching reading to the mentally retarded, or the ways and means for promoting intercultural education.

c. Committees of teachers drawn from several schools often pool their information, thus aiding the dissemination of ideas from the central office. Such committees often develop into workshops.

d. Excursions to places of community interest and importance have much value and are coming to have a place in the in-service training of teachers. Professionally sponsored excursions are usually conducted as group activities. Acquaintance with the community helps with planning student activities of a community nature. Such knowledge also serves to make the teacher a more vital part of the life of the community.

3. *Group Activities Outside of a School System.* — Relatively few teachers take a vital role in group activities outside their own school system. An occasional teacher will work on a state of national committee or attend a conference called on a regional or even international basis. But out-of-the-system group activities for most teachers are confined to relatively passive membership in professional organizations.

Membership in professional organizations is valuable and should be encouraged. In fact, the minimum such membership for any teacher should include the following: the local school faculty organization, the local system-wide teacher organization if one exists, the state organization, the National Education Association, and the national organization of teachers of the faculty member's special interest. Some teachers find satisfaction and personal growth through becoming members of other professional, semi-professional, civic, and social groups.

Individual Activities

Many activities productive of professional growth are essentially individual in nature, tailored, as it were, to the special needs of each teacher. Even though group influence cannot be wholly divorced from the activity, the purposing is essentially individual. Three types of individual activities—within a school, within a school system, and outside of a school system are outlined here.

1. *Individual Activities Within a School.* — Every teacher can find within the confines of his own school means for furthering his growth without organizing groups of other teachers. Some of the possibilities are described here.

a. *Principal-teacher conferences after classroom visits* should be arranged, especially if the visit has been made with the purpose of judging a teacher's work. It is demoralizing to a teacher to have such a visit followed by complete silence. Constructive criticism is a morale builder and essential to professional growth.

b. *Professional reading* is a part of every teacher's professional life. Every junior high school should have a professional library consisting of books and magazines selected for their application to junior high-school problems. It should be supervised by an active professional committee whose function it is to keep it up to date and to call attention to worth-while articles.

c. *Visiting other teachers' classes within the school* according to some plan has great value for old and new teachers alike, if approached in the right spirit and with the complete agreement of the teacher visited. Every school has teachers doing outstanding jobs of teaching, and they can well serve as inspiration to others.

d. *Serving as hosts to new teachers* helps establish teachers of a school to gain fuller understanding for themselves while helping the new teachers to "take root." Such a sponsor should be carefully selected, one with a proper perspective, proved reliability, and thorough knowledge of and sympathy with the program of the school. Any other type of sponsor would defeat the purpose of the program and do more harm than good.

2. *Individual Activities Within a School System.* — Opportunities for individual activities within a school system are comparatively rare, although an occasional visiting day to see the work of another school or to observe an unusually skillful or outstanding teacher at work frequently provides ideas for greater service. This type of opportunity can well be encouraged by school officials on an organized and carefully supervised level.

3. *Individual Activities Outside of a School System.* — Individual activities outside of a school system are chiefly concerned with further study and personal growth.

a. *Summer school and evening classes* help teachers to broaden their academic and professional qualifications and to gain special information useful in the current teaching assignment. The wise and ambitious teacher takes full advantage of these opportunities. Care often needs to be taken that teachers do not overload during the course of the school year, lest study interfere with teaching efficiency.

b. *Sabbatical leaves* not to exceed one year are permitted by state law.¹ These may be granted by governing boards of school districts after the teacher has given seven consecutive years of service to the district. By taking advantage of such leaves, teachers may broaden their understanding and increase their worth through further study, research, and travel without the necessity of resigning their positions. According to state law, compensation to the teacher on leave is to be the difference between her regular salary and the salary of a substitute teacher in the same position. The teacher must sign a contract or post a bond guaranteeing that he will return to his position for a period of at least two years after termination of the leave. Teachers should take full advantage of this opportunity to renew their energy and get further training without loss of position and with only temporary reduction in salary.

c. *Exchange teaching positions* provide great personal stimulation and new perspectives. Every year opportunities are offered teachers to exchange positions with teachers in other states and to some extent in foreign lands. But the advantages are not limited to the purely personal, for the faculty of the school gains from contact with the exchange teacher during the "home" teacher's absence, as well as from the teacher upon his return. There must be safeguards, of course, but these are readily established.

In-Service Training Program

The multitude of activities suggested in the preceding pages may be carried on in a more or less haphazard manner as dictated by personal whim, or they may be organized as a program suited to the recognized and most significant needs of the particular community, school, faculty, and faculty member. Boards of education usually establish a policy which provides funds and direction for some type of in-service training. Superintendents, on the school-system level, and principals

¹ Education Code Sections 13673-13679.

and faculties, on the individual-school level, are honor bound to take as full advantage as possible of these provisions. Well-organized and effective programs should be developed.

Conceivably, the need for a purposeful program is greater in junior high school than at any other level because of the diverse professional backgrounds of most teachers which rarely fit them especially for junior high teaching. The following are some subjects that should be thoroughly explored by a faculty in setting up an in-service training program.

1. The nature of the young adolescent: his physical and emotional growth patterns, his fundamental needs, and so on
2. The unique position of the junior high school in the educational system
3. The characteristics of the successful junior high-school teacher
4. The social and economic structure of the community in which the school is located
5. The needs for intercultural education
6. The elementary schools and the senior high schools or junior college from which pupils are received and to which they are sent
7. The junior high-school curriculum: its present status, its strengths, and its weaknesses
8. The special services available to the schools: both those provided by the board of education and by other community agencies
9. The possibilities of extracurricular activities
10. The administrative organization of the school

ABILITY TO SPONSOR EXTRACURRICULAR ACTIVITIES

Although of first importance, classroom teaching is by no means the only responsibility of junior high-school teachers. Sponsorship of extracurricular activities is also a major responsibility. Among the activities that call for some degree of special ability and training on the part of the teacher sponsoring them are clubs of various types, dramatics, music, school assemblies, social functions, sports, student body affairs, and student publications.

Clubs have become integral parts of most junior high schools. To be able to sponsor a hobby club is almost a necessity for any teacher. Students are particularly interested in such activities, and, if properly guided, will acquire life-long interests from the clubs of their choice.

Dramatics have an established place in the modern activity program. A teacher with some training or experience in this field has an asset which will find outlets on many occasions.

Music is a fine art that enlivens and strengthens the programs of all sorts of school, club, and community activities. Those teachers who have had training in vocal or instrumental music always find opportunities to use their talents. They are assets of great value.

School assemblies should be primarily educational, yet entertaining. Almost every junior high-school teacher is called upon during the school year to direct an assembly program. To be able to do so contributes to the success of any school and of the teacher.

Social functions, such as class parties, school dances, and similar affairs, help a school to meet one of its major obligations; namely, to provide a broad social experience for its students. Ability to direct these activities will always find an outlet in any wide-awake junior high-school.

Sports experience and interest in sports are distinct assets. Ability to direct some sport or a variety of sports enhances the value of a teacher. While the interschool program of sports is negligible in all but four-year junior high schools, the intramural program is of growing importance. Experienced leadership is needed.

Student body affairs call for direction in any well-organized school. Experience in this field and an interest and understanding of the junior high-school age gives a teacher an opportunity to render great service. Herein lies one of the greatest possibilities for experience in functioning democracy.

Student publications, such as the school paper, the yearbook, or the poetry anthology, are a part of the extracurricular program of most schools. A teacher's interest and experience in these fields will always find an outlet and contribute to the success of both the school and the teacher.

SEASONED EXPERIENCE

The junior high school is both elementary and secondary in nature. Founded in and extending the program of the elementary school, it also prepares for the more advanced program of the senior high school. Because of its position as the "middle school," the junior high school needs teachers of exceptional background and experience who are both generalists and specialists.

Prior experience at the preceding and succeeding levels is highly valuable. This is not to say that every member of a faculty should have such experience; but within a faculty there should at least be those who have had experience in the elementary school and others who have taught in senior high school. These teachers can provide a faculty with a balanced perspective that would be lacking if all members were wholly new or limited in experience to the junior high school. Previous experience may be highly valuable, or it may be prejudicial. Care must be exercised in selecting teachers in order to make certain that their experience has tended to fit them for this level of teaching.

Elementary-School Experience

Most junior high-school principals prefer teachers with elementary-school training and experience. Reasons given are that such teachers have received a more thorough training in method and have more understanding of the needs of youth than those who have been prepared for only the senior high school. Not less than two years of elementary-school experience is desired.

Senior High-School Experience

Successful teaching experience in a senior high school gives perspective and may be particularly valuable, especially in the top two years of a four-year junior high school. Care should be taken, however, to secure teachers with an interest in guidance who like to work with students of this age. Too many years of teaching in senior high school may be a disadvantage, for the change may require too great an adjustment.

Unfortunately, it sometimes occurs that unsatisfactory high-school teachers are transferred to the junior high school. Obviously, they should not be transferred to any school, but rather transferred out of the work. Teaching in the junior high school requires a maximum amount of energy, initiative, imagination, ability, and understanding. It should not be made a refuge for the incompetent.

Junior High-School Experience

Desirable as prior successful experience is, no one would be so foolish as to think that all junior high-school teachers could have previous teaching experience. They have to be inexperienced some time and junior high schools must take their share of beginners. One of the best ways of assuring a satisfactory proportion of teachers experienced at this level is to retain teachers in junior high school once they have demonstrated their value.

Too frequently, good junior high-school teachers are tempted by better salaries and lighter teaching loads to transfer to senior high school. This situation is clearly not to the best interests of the schools. Able teachers are needed too badly at every level to allow any part of the school system to profit at the expense of another. The day has come when junior high schools must no longer be fair hunting grounds for senior high schools, any more than they should be dumping grounds.

This unfortunate situation is being remedied in a measure, but many gains are still to be made. Those school systems which have a single salary schedule for both junior and senior high-school teachers

and administrators have gone a long way. Equalization of teaching loads and teaching conditions also helps materially. An earnest effort needs to be made by school authorities from the state level on down to the local school to bring about a better situation in this respect.

PROPORTION OF MEN AND WOMEN TEACHERS

Most children have women teachers for the first six grades. Most educational authorities feel that it is important for both boys and girls to have men teachers as well as women teachers. In the junior high school, the faculty should consist of an equal proportion of men and women. Some colleges report that today more men than women are taking training for junior high-school teaching. This situation is encouraging, for during the war the percentage of good men teachers dropped to a dangerously low level.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 1, 2, 7, 10, 11, 15, 18, 19, 20, 22, 29, 34, 36, 45, 48, 49, 52, 55, 59, 64, 68, 69, 73.

CHAPTER V

Guidance Principles and Practices

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GUIDANCE utilizes the instructional program and all personnel and facilities for the optimum development of all pupils. It is that indispensable component of education which helps boys and girls to recognize their *imperative needs*¹ and to take purposive steps toward satisfying them. It is accomplished partly through systematic assistance, apart from regular instruction, and partly through arranging the environment so that the students become purposive and self-directing in their education. Compulsion and prescription are never elements of true, skillful guidance.

This broad concept of guidance is one that makes it practically synonymous with education ideally conceived. As it permeates the philosophy of the entire school, the barriers or distinctions between formal instruction and guidance activities disappear and the components of the total educational experience become indistinguishable; education and guidance become a unified entity.

Because the junior high school is the "middle school," highly transitional in character, enrollment, and program, it is particularly obligated to provide an adequate guidance service to young adolescents in order to meet adequately their many needs and problems. Each phase of the total junior high-school program has certain guidance aspects, which in totality involve all staff members of the school to a greater or lesser degree. It is essential, therefore, that the entire staff be guidance conscious and fully aware of the importance of each member's relationship to the students.

Guidance is a shared activity. This chapter sets forth the responsibilities of various staff members, such as the classroom and home-room teacher, counselor, vice-principal, principal, and others to carry on guidance.

¹See Chapter I.

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PERSONNEL

Of primary importance is the point of view, training, personality, and skill of the entire school staff. The person who is well-adjusted and has a sincere interest in young adolescents is best endowed for guidance service, whether he be teacher, counselor, or administrator. Through experience he should be endowed with sufficient knowledge of human behavior to interpret accurately students' responses and to carry out proper treatment programs. The staff should, moreover, be cognizant of the following fundamentals:

1. They should know themselves, since being aware of their own strengths and weaknesses will make them less likely to project their own prejudices and unfulfilled desires upon students in their classes.
2. They should accept each youngster as he is because it is rarely possible to help a student who feels that he is disliked. Effective relationships with young people require an uncondemning attitude and a warmth that indicates a strong interest in the success and happiness of every student.
3. They should recognize the fact that each individual has the right of self-determination and should encourage as much participation by the student in the making of his own decisions and plans as is possible. It is to be remembered, however, that not all students are equally capable of self-direction, and that the obligation of the school to protect and to control remains.

Wise applications of these fundamentals makes it possible to secure the confidence of students and ultimately to establish rapport with even the most disturbed youngsters. A student who displays much hostility, anxiety, or aggression is frequently helped through the warm relationship that has been established between him and his teacher or other staff member who has become his good friend. Through this emotional process of acceptance of the student by the staff member, many are given that invaluable support which enables them to adjust to the many difficulties that confront adolescents.

As has been implied, classroom teachers may play, undoubtedly should play, a major role in guidance. But those members of the staff who are usually given key guidance responsibilities are home-room teachers, counselors, principals, and vice-principals. This enumeration does not ignore the fact that home-room and classroom responsibilities usually reside in one and the same person, or that counselors, especially grade counselors, often do some classroom teaching. The following sections should be read with these points in mind.

Home-room Teachers

The home-room teacher in many junior high schools is in the most favored position for achieving the close student-teacher relationship mentioned above. Because the same home-room teacher ordinarily retains the same students throughout the junior high-school period, a sustained personal interest in each student is usually developed. During this three-year period, the home-room teacher has many opportunities to discuss a student's problems with parents, other teachers, counselors, and administrators, and to aid in their solution. Home-room teachers also make home calls and are thus able to achieve an even more effective guidance relationship. In addition, the *esprit de corps* developed by home-room activities and by participation as a group in school athletics, drives, and programs makes possible the realization of a vital and dynamic contact between all home-room members and the teacher.

The home-room teacher, together with the classroom teacher and other staff members, plays an important part in other aspects of guidance. He refers health problems to the health co-ordinator and is particularly interested in having the recommendations carried out. He endeavors to improve attendance by seeking the causes of poor attendance and trying to eliminate them when possible. In addition, because he is so well acquainted with the background of each student, he is of great help to the counselor in program making. It is recognized, of course, that the success of the home room as a guidance medium depends upon the length and frequency of the home-room period and the adequacy of the teacher.

Counselors

The guidance given by the home-room teacher is augmented by the counselors. A counseling staff is set up in most junior high schools to co-ordinate and develop a comprehensive guidance program for the entire school. Many junior high schools have a full-time head counselor or director of guidance to administer the program within the school and to provide for the necessary case work and testing services. Some schools, in an effort to provide a more intensive guidance program for each student, have also set up a multiple- or grade-counselor system. The number of students assigned to each grade counselor usually varies from 200 to 300. Usually two or three periods of teaching time are set aside for this work.

Because of the great variety of guidance functions that counselors are called upon to perform, many school systems are now following the minimum recommendation of the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section, by

providing one full-time counselor for each 400 to 500 students.³ One full-time counselor for each 400 to 500 students is also advocated by the Sub-committee on Guidance of the Committee on Fundamentals, North Central Association of Colleges and Secondary Schools.⁴

There is also an increasing tendency to select for counseling assignments persons who have special training and experiences in social case work and psychology in addition to possessing personality traits that make them particularly effective with youngsters and with other members of the faculty. Much emphasis is currently placed on in-service training workshops for the counseling staff so as to upgrade the quality of guidance service provided.

The counseling staff secures and makes available data obtained by means of ability, achievement, interest, and personality inventory tests. They work through social adjustment problems with students and teachers and, when indicated, refer the more chronic cases of emotional disturbance to proper community agencies. Counselors also secure and co-ordinate guidance information from the registrar, attendance supervisor, and health co-ordinator. In fact, some schools have set up one or more combination counselor-registrar positions in order to co-ordinate more effectively attendance and counseling services for each student. The counselor may, as a last resort, refer to the vice-principals, or in smaller schools, to the principal, those cases which do not respond to the usual procedures. He may also make recommendations regarding placement in special schools or referral to other agencies.

Counselors also provide for articulation between the elementary schools and senior high schools by co-operative orientation and program planning before students enter the junior high school or leave for the senior high school. In preparation for setting up the master class schedule, they obtain data such as students' choices of electives or the need for remedial classes. Finally, they program students to classes.

Principals and Vice-Principals

Within each school, it is the responsibility of administrative officers, principals and vice-principals, not only to plan for the most satisfactory use of all facilities and personnel but also to provide a high quality of co-operative educational leadership that permeates the entire staff and begets a sound guidance program. Principals and vice-

³*Good Guidance Practices and Standards at All School Levels.* A preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section. Los Angeles County Schools, 1947.

⁴"Characteristics of a High-School Guidance and Counseling Program," *North Central Association Quarterly*, XXII (October, 1947), 232.

principals can be most effective as over-all administrators of the total guidance program. It is not their function to engage in intensive psychotherapy or case work. Their position of authority and the pressure of administrative responsibilities is not conducive to satisfactory counseling service. The solution of students' problems that are frequently accompanied by serious tensions is accomplished much more effectively by a trained counseling staff.

District Directors of Guidance

The effectiveness of guidance programs within the schools of a district is dependent upon the attitude and philosophy of the central administration and the community. When individualization of educational services is valued by them, an adequate budget is provided for this purpose. Many school districts employ a guidance director who co-ordinates the guidance program within the district. Under the supervision of this director, a staff of experts usually provides specialized services.

INSTRUCTIONAL PROGRAM

Many guidance functions can be realized through the instructional program, which is discussed in Chapter II. To the degree that it is adapted to the needs and abilities of the pupils, it becomes a means for the development of socially desirable attitudes, the satisfaction of *imperative needs*, and the discovery of talents and abilities. For example, participation in class projects and group activities such as music, athletics, drama, and journalism lessens many tensions. Classes that involve a predominance of individual work, moreover, build wholesome and secure personalities through the therapeutic effects of achievement in crafts, art, homemaking, and the industrial arts.

In addition, the junior high school is in an especially favored position to meet the needs of students through its instructional program, because the pressure to prepare for college has been largely removed, particularly from the ninth grade where it was once very pronounced. The junior high school is reasonably free to set up a flexible course of study to meet the differing needs of all boys and girls. Much educational and vocational guidance is also provided through the exploratory nature of curriculum offerings. The student is thereby given an opportunity to discover and develop abilities and interests that may lead to vocational choices. The grouping of students by reason of their abilities or disabilities may be used to further the guidance program. For example, there may be groups for the gifted and others for slow learners. Special classes may be organized for those with hearing, reading, sight, and speech difficulties.

Recent trials of real camping experience as a part of the school curriculum give promise of informal relationships on a dignified level which will provide profitable guidance opportunities.

RECORDS

Adequate pupil personnel records are indispensable to a successful guidance program. Most junior high schools have adopted, with some local modifications, the forms contained in one of the California Cumulative Personnel Record Folders.⁴ The forms in these folders represent ten years of development, evaluation, and revision based on usage in school districts of California. They provide for the total junior and senior high-school record of subject achievement marks, test data, and significant other information and observations that permit a careful evaluation of each pupil's progress, abilities, interests, problems, and growth patterns. These cumulative records are compact and yet inclusive, and their wide usage makes for a uniformity in the state which is of particular value when transcripts are needed by other schools or authorized agencies.

These records, which are filed in the counselors' office, provide administrators, counselors, and teachers with ready access to cumulative guidance information. The true value of any pupil personnel record as a guidance tool depends in large measure upon the extent to which teachers use the information and thus individualize and improve their teaching.

Cumulative records must necessarily be confidential and cannot be taken from the central files. But teachers can transfer some of the data to their rollbooks where they may refer to the information as frequently as they wish. Rollbooks are also confidential and must be so maintained by each teacher. Some school districts have developed rollbooks which encourage this functional availability of counseling information. One of these⁵ provides for the usual record of class attendance and subject achievement marks, and in addition allows space for entering psychological test data and other miscellaneous information that can be secured from the cumulative record and from the students or their parents.

Additional recording systems are set up by the health co-ordinator, registrar, and vice-principals. The health co-ordinator keeps a health

⁴These folders are distributed by the State Secretary of the California Association of Secondary-School Administrators, 728 Cherry Avenue, Long Beach 13, California. There are three forms, A, B, and C. Sample pages of Forms A and C are given in the Appendix, pp. 144-149. Also see "Record Forms for Secondary Schools," 10 pp. Washington 6, D. C. National Association of Secondary-School Principals.

⁵See the Appendix, pp. 150-151, for sample page headings.

card for each student on which are recorded all health abnormalities and recommendations, which he follows through by securing conferences between the school physician, parents, counselors, vice-principals, and teachers; by arranging for treatment in health clinics; and by other means. The registrar keeps an accurate record of attendance for all pupils, issues transfers, sets up a filing system for out-of-district permits, notes from parents, and duplicate copies of transfers. He also prepares all necessary reports on school attendance. The registrar utilizes the services of the supervisor of attendance for the investigation and improvement of attendance and behavior problems; and, in order to avoid duplication, he clears all home visits by members of the faculty. The registrar is the center about which all attendance matters revolve, although guidance for attendance problems is shared with home-room teachers, classroom teachers, health co-ordinator, counselor, and vice-principals. Other files are set up by vice-principals for pupils who are referred for serious disciplinary reasons. It is important, of course, that all records for each pupil be pooled for the working out of the most desirable plan of educational and social adjustment.

EXTENDED SERVICES

The guidance that is provided by school personnel for junior high-school students is often augmented by community resources. Many students with serious problems of social-emotional adjustment are referred to social agencies in the community that have specialized staffs and facilities with which to render case work and group work services. In some communities, the pooled interest, skill, and resources of groups such as the research-adjustment committees of co-ordinating councils are employed in securing additional social services for school youth. There also appears to be an increasing demand for an improved and extended counseling service of a child guidance center type where psychiatric, case-work, and psychological facilities are made available. A complete service of this nature is desirable for the alleviation of emotional problems of great numbers of pupils and for the treatment of those boys and girls with prepsychotic conditions that call for immediate and continued intensive therapy so as to lessen the need for institutional placement. Certain communities, aware of the inadequacy of existing children's services in their areas, are setting machinery in motion to work out a co-operative child guidance center, the school joining with other social agencies as participating members.

Many problems with which junior high-school students are confronted can best be solved through a group guidance approach which

extends beyond, and yet supplements, the classroom situation. There are many schools that are beginning to take cognizance of the service that group workers can render their pupils. The concept of guidance as an all-inclusive program aiding pupils to achieve their optimum growth whether in or out of the classroom is a fundamental base upon which enlarged youth service programs have been formulated. Schools have begun to accept the point of view that many far-reaching guidance benefits can be realized from a carefully planned program of leisure-time activities.

Many problems are difficult to solve because they have their roots in anti-social group codes and gang dictates. In areas where there are strong juvenile gangs, group pressures upon the students are so great that individual case-work procedures alone are often unsuccessful. An intensive group-work program under skilled leadership, however, can be instrumental in modifying the behavior patterns of many of these gang members.

Schools may wisely co-operate in the organization of available community and school personnel and facilities for development of a successful group-work program. The results of co-operative programs of this nature presage an expansion of this type of community-school effort for a more inclusive guidance service.

The trend towards making the school a co-operative community center is illustrated by one leisure-time program that is now in effect.⁶ This program is participated in by many private and public agencies, one of which is the Youth Services Section of the school system. Leadership for the program is furnished by social group workers from the various agencies and by teachers, recreation directors, and play leaders, all of whom are assigned by the school department. The professional staff is also augmented by many capable volunteers.

A significant development in the responsibility which the school system has taken for this school-community program has been the assignment of a full-time twelve-month, certificated employee as administrative co-ordinator, assisted by a full-time stenographer. The guidance implications of this program are strengthened to the extent that the co-ordinator works closely with the vice-principals, counselors, and teachers in designing and programming pupils to appropriate special-interest and social club activities. The activities of this community center, which has been operating successfully for several years, may be classified as large-scale or general activities, special-interest

⁶A chart which presents the activities of one such co-operative community center appears in the Appendix, pp. 152-154. An account of this project is presented in "Recreation Co-op," by M. E. Herriott and Leon L. Kaplan, *The Clearing House*, XXIII (December, 1948), 195-199.

IMPORTANT SERVICES OF THE COMPREHENSIVE GUIDANCE OR PUPIL-PERSONNEL PROGRAM IN CITY SCHOOL DISTRICTS AND THE GRADE LEVELS AT WHICH EACH IS COMMONLY EMPHASIZED¹

	Grade Level (s)													
	K	1	2	3	4	5	6	7	8	9	10	11	12	13 14 AL ^a
I. <i>Services to be provided (The What)</i>														
A. Study of individuals and their physical, mental, and social needs														
1. Appraisal of pupil capacities, abilities, interests, special aptitudes, and personal adjustments.														
2. Interpretation of pupil needs as a basis for														
a. General curriculum and instructional services.														
b. Special instructional services for physically, mentally, educationally, or socially handicapped.														
3. Identification and study of individuals with special problems.														
B. Development and adjustment services to aid the individual in														
1. Work attitudes and study habits.														
2. Social attitudes and habits.														
3. Personality growth.														
4. Leadership and followership.														
C. Life planning activities for all individuals through														
1. Information about educational opportunities.														
2. Information about fields of work or specific occupations and the techniques of occupational study.														
3. Understanding of self, others, and human relationships.														
4. Use of these understandings in life planning.														
D. Placement and occupational adjustment														
1. Assistance in transfer from school to vocation.														
2. Work-experience programs.														
E. Follow-up services for youth who have left school or progressed to a higher level														

¹ *Good Guidance Practices and Standards of All School Levels*. A preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section, Los Angeles County Schools, 1947.

^a *Good Guidance Practices and Standards of All School Levels*. A preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section, Los Angeles County Schools, 1947.

^b *Good Guidance Practices and Standards of All School Levels*. A preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section, Los Angeles County Schools, 1947.

^c *Good Guidance Practices and Standards of All School Levels*. A preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section, Los Angeles County Schools, 1947.

^d *Good Guidance Practices and Standards of All School Levels*. A preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section, Los Angeles County Schools, 1947.

^e *Good Guidance Practices and Standards of All School Levels*. A preliminary statement prepared by the Co-ordinating Committee, California Council of Research and Guidance Associations, Southern Section, Los Angeles County Schools, 1947.

clubs, and social clubs, many composed of definite problem groups or gangs.

This group-work project makes valuable contributions to the guidance of the local junior high school as well as to a large proportion of the youth of all ages who reside in the district served by the center. Constructive use of leisure time builds a close relationship between the groups and skilled leaders who accept even the most chronic delinquents. Many negative attitudes toward school, adult authority, and society in general have been changed to positive attitudes. These changes are evidenced by fewer out-of-school arrests of juveniles, less vandalism in the school and neighborhood, and an improved social adjustment within the school. Furthermore, pleasurable shared experiences in intercultural group living have done much to lessen racial and cultural conflict.

CONCLUSION

Junior high schools today are demonstrating an increased interest in, and an appreciation for, an effective and continuous guidance program. The value of guidance as an aid in meeting the *imperative needs* and problems of young adolescents is recognized not only by school personnel but also by community agencies which are co-operating with many schools to make possible a more complete guidance service for boys and girls. A chart that lists a comprehensive guidance service for city school systems has recently been prepared by a co-ordinating committee in California. This chart, which is included immediately above, not only indicates the guidance relationship of the junior high school to all school levels but also serves, in a summary way, to depict the many essential elements of guidance as discussed in this chapter.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 1, 4, 5a, 6, 7, 8c, 8d, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 28, 29, 32, 36, 37, 39, 41, 45, 46, 49, 51, 52, 58, 61, 64, 66, 68, 71, 75.

CHAPTER VI

Service Units

EARL P. ANDREEN and others

THIS chapter is devoted to the many types of services that are largely provided on a school-district or county-wide scale to assist individual schools with their educational programs. Some of these, such as the health and library services, tend more and more to become integral parts of each local school program. The extent to which health coordinators and librarians are on the staff of many junior high schools is indicative of this trend. On the other hand, some of these services, such as psychiatric diagnosis and treatment of special subject supervision, are necessarily so specialized and limited that they can be provided only on a school-district or county-wide basis, with all administration and most direction centered outside of any one school.

HEALTH SERVICES

Health is of particular concern because of its significant relation to early adolescent growth and development. During the junior high school period, students have many adjustments to make. It is a time of rapid growth for most children, with the growth spurt occurring earlier in girls than in boys. The social adjustments occasioned by this disparity in growth, the problems of puberty, the emotional strain occasioned by adjustment in the seventh grade to a larger and more complex school, and the effects of changing recreational interests must all be considered by those who deal with young adolescents. The disease picture also changes. A decline in the incidence of most communicable diseases and an increase in heart disease, tuberculosis, and serious accidents are all observable. Not only is there a marked change in

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general physical health, but also the emotional stability of the child may be easily disturbed during this period of early adolescence.

School Health Administration

The effectiveness of the health program depends upon the degree of co-ordination of many aspects of school life, including the administrative organization, housing facilities, instructional program, counseling opportunities, and health services. Likewise, its effectiveness depends upon how responsive a school-community relationship can be developed in this area. Zealous interest in the general well-being of the child makes health a mutual concern of both the home and the school.

The scope of activities, both educational and service, of the central health office will obviously depend upon the size of the school district, the attitude of the community, the types of personnel provided, and the co-ordination of the program with general curriculum and instructional staff activities.

School health policies and administrative procedures should be formulated by a central supervising staff, which should consist of a well-organized unit in a city school system or in the office of a county superintendent of schools. It must, of necessity, be adapted to fit urban and rural areas. Co-ordinated with this central unit or as an extension thereof, each school should have, as a minimum, the services of a medical director or a registered public health nurse.

If a community does not have adequate clinical services available, it is desirable that the central school health office provide and administer certain essential clinics such as dental, eye, ear, nose and throat, and medical. Such services should be approved by local medical and dental societies. The community should, in time, assume this responsibility and thereby relieve the schools.

The nurse in an individual school should be given guidance and orientation by the central health office with respect to individual counseling, in-service training, staff meetings, group meetings with other community health personnel, and should be informed in regard to professional organizations and community contacts.

Health education materials, such as posters, pamphlets, booklets, charts, radio scripts, reference materials, bibliographies, and lists of available health motion pictures should be procured, publicized, and made available to the staff by the director of the health program. Likewise, all printed forms, such as health record forms, standing orders for first aid, health bulletins, and instructions for treating minor skin

disorders, should be compiled, approved, and distributed by the central office.

The health of teachers and other employees is a vital concern of the total health program. All school personnel should be examined before employment, and thereafter in keeping with school district policy.

Services considered essential to a comprehensive school health program are indicated in the following table. The suggestions as to who should render these services, the grade level, and the time when they are to be carried out are subject to adaptation to the conditions prevailing in any given school or system. Wherever a service is indicated for the seventh grade, it should also be provided for all new entrants in any grade.

SCHOOL HEALTH SERVICES

<i>Services</i>	<i>By Whom Given</i>	<i>Grade</i>	<i>Time</i>
Audiometer testing	Audiometrist	7 and when indicated	Any time
Dental examinations	Dental hygienist	7 and when indicated	Scheduled during school year
Immunizations	City and County Health Departments	With parental consent	Whenever possible
Inspections	Physical Education teachers and nurse	7, 8, 9	Onset of and during epidemics
Physical examinations	School physicians	9th grade and limited physical education pupils	Each semester for 8th grade pupils; spring semester for limited group
Tuberculin tests	City Health Department	With parental consent	Whenever scheduled
Vision testing	School nurse	7 and when indicated	Fall semester
Weighing and measuring	Physical Education teachers or nurse	7, 8, 9	Beginning of school term

Health records should be kept in the school health office for all students from the kindergarten through the twelfth grade. They should contain all significant data resulting from the above services and also the history of communicable diseases and notations of serious illnesses or injuries, recommendations of the physicians, and of contacts with tuberculosis in the home. These records serve as a basis for follow-up correction of defects, adjustments of the student's school program, and individual counseling.

Students may be excused from physical education activities for temporary indispositions by the school nurse, but for reasons of a more

lasting nature such as heart difficulties or chronic illnesses, they are usually excused only upon a physician's recommendation.

Admission to school after illness is handled differently in various schools. In some, the nurse inspects all students returning after an absence; in others, the home-room teacher admits most returning absentees, but refers to the school health office those who still appear to be ill, those who have been absent because of some serious illness or accident, and those who have been absent for several (five or more) consecutive days, whether ill or not. Exclusions from school because of illness or accident are made by the nurse if she is in the building; otherwise, by a vice-principal or the principal. In any case, the parent or an authorized adult should be informed either by telephone or in person before the student is sent home.

Instructions for first aid should be plainly posted in the health office and in those classrooms where accidents are most likely to occur. First-aid supplies should be accessible at all times. It is helpful to have a corps of student monitors trained to administer minor first aid, to recognize symptoms of serious injury or illness, and to know how to secure assistance from the health office or faculty members.

Health Instruction

The aim of health instruction in the junior high school is to develop in each student a scientific attitude toward health problems, a fund of scientific knowledge, and good health habits. Responsibility for formal instruction lies with the faculty, but its aims will best be realized by co-operative planning on the part of principal, teachers, health co-ordinator, the school nurse, and the school physician. A co-ordinating health committee composed of selected faculty members has proved helpful in many schools. This committee can advise the school nurse and foster the health program of the school, augmenting the work of the nurse in her relationships with the school staff.

Few junior high school courses are specifically restricted to health education. Occasionally courses in home nursing and home hygiene are offered. But physical education is the subject that usually contains the greatest amount of health instruction of any junior high-school course commonly given. Other courses, notably general science, social studies, and homemaking, contain units devoted to personal and community health. And frequently units on safety education are included in these and other courses.

The school nurse can help teachers to secure suitable teaching materials such as audio-visual aids, to obtain the services of public health agencies, to be alert to classroom conditions such as ventila-

tion, lighting, safety, and cleanliness. The nurse can also stimulate interest in health education by interpreting public health policies and regulations, and by counseling teachers to recognize the symptoms of ill health in their students. She most naturally works closely with the counselors and registrar by providing health information, interpreting regulations, and furnishing background facts from observations made on visits to the homes. It is obvious from this brief enumeration that the position of the school nurse requires an educational background and professional status equal to that of the teachers with whom she works.

Other School Resources

Many phases of a school's complex functioning are closely related to the health program. The custodial staff and cafeteria workers make obvious contributions to a school's health program. Cleanliness, sanitation, and safety are prime concerns of both. In addition, the cafeteria staff must supply healthful food and good service under conditions which provide wholesome educational and social experiences.

Special classes, such as those for the hard of hearing, the deaf, and the crippled and those for children with visual defects, are important factors in a comprehensive health program. The purpose of the health program is to detect the physically handicapped, to recommend their assignment, and to supervise the progress of these students after they have been placed in these special classes.

Community Resources

Schools should not provide medical treatment other than emergency first aid. Beyond that, treatment is the responsibility of the parent and the community. Private physicians are given first call for the students who are financially able to use their services. But for those financially unable to pay, the community must make supplementary provisions, such as public health clinics. Schools, through their health committees, often take an active part in motivating a community to establish suitable facilities, such as part-pay or no-pay medical and dental services for needy school children. The parent-teacher association often takes a leading part in movements of this nature. Medical and dental societies are also frequently most helpful.

The health agencies found in many communities include a city health department, county hospital, tuberculosis association, crippled children's clinic, Junior Red Cross dental clinic, and crippled children's physical therapy center. Closely related to these are welfare and social agencies which provide food and clothing and even recreation, such as camping, and counseling. There are many national volun-

tary health agencies, as well as the California State Department of Public Health from which educational materials and scientific advice may be obtained.

Summary

The following compilation of the responsibilities and relationships of a school nurse who serves as the health co-ordinator of a junior high-school health office provides in summary fashion most of the discussion of the preceding pages. This statement represents the policies of one school system. For other systems, it can well serve as a guide to the establishment of policies and procedures adapted to their conditions and personnel.

1. In over-all capacity
 - a. Participates in staff meetings
 - b. Schedules pupils for examinations by physician, dentist, or other health examiner
 - c. Assists with program of school physician
 - d. Assists with program of dental department
 - e. Confers with nursing supervisor
 - f. Refers cases to school clinic
 - g. Makes referrals to sight-saving classes, to crippled children's schools, and to classes for the deaf and hard of hearing
 - h. Makes referrals to community agencies
 - i. Keeps health records
 - j. Maintains first-aid kits
 - k. Attends health institutes
 - l. Submits annual and special reports on health program
2. In direct relation to the students
 - a. Trains student helpers
 - b. Weighs and measures students
 - c. Conducts vision tests
 - d. Assists with health examinations
 - e. Assists with dental examinations
 - f. Checks admissions and exclusions
 - g. Issues physical education excuses
 - h. Administers first aid
 - i. Supervises rest periods
 - j. Arranges for free lunches or milk
 - k. Confers with students and parents regarding physical, medical, emotional, and social disturbances
 - l. Makes home calls
 - m. Gives talks on health

3. In relation to the faculty
 - a. Interprets health policies
 - b. Discusses best use of existing facilities relating to ventilation, lighting, *etc.*
 - c. Contributes to teachers' meetings
 - d. Confers with faculty regarding students' home conditions, needs, and limitations
 - e. Confers with visiting teacher
 - f. Provides for health education material
 - g. Confers with vice-principal, counselor, and teachers, *etc.*
 - h. Arranges conferences regarding teachers' health
4. In school-community relationships
 - a. Parent-teacher association
 - b. County health department
 - c. City health department
 - d. Hospitals
 - e. Red Cross
 - f. Family physicians and dentists
 - g. Crippled Children Services
 - h. County welfare department
 - i. Public Health Nurses' Association
 - j. Tuberculosis clinic
 - k. Planned parenthood clinic
 - l. Police emergency department
 - m. State and Federal public health and children's agencies

LIBRARY SERVICES

A library is a necessary and integral part of every complete junior high school. The factors to be considered in connection with such a library are presented in the following outline, which is a condensation of the statements and recommendations of recognized authorities in the field of school library practice. Verification and amplification of items directly or indirectly quoted may be had by consulting the usual authoritative references in this field.¹

A. Housing and Equipment

1. Location: central, easily accessible to students and faculty
 - a. On ground floor
 - b. Inside entrance for access from corridor
 - c. Outside entrance away from outside noises, to facilitate deliveries and allow students to enter library directly

¹ See Items 27, 40, and 50 in Chapter XI, Selected and Annotated Bibliography.

2. Types of room facilities

- a. Essential: reading room, librarian's workroom, storage space for texts, magazines, and audio-visual equipment
- b. Desirable: conference room and librarian's office

3. Reading room

a. Physical features

- (1) Arrangement and manner of furnishing, aesthetically satisfying; attractive colors
- (2) Twenty-five square feet of floor space per reader in the room
- (3) Minimum seating capacity in small schools, "largest class plus 20"; in larger schools, 10 per cent of enrollment
- (4) Flexible floor plan which will permit adjustments to future demands
- (5) Noiseless floor covering, such as battleship linoleum or plastic tile
- (6) Ceiling and walls acoustically treated
- (7) Number of entrances and exits held to the minimum needed for safety; double doors, with locks
- (8) Adequate natural light, with satisfactory window shades to avoid glare and to supply ample artificial light when needed; non-glare fixtures; for economy and efficiency, lights on inner side controlled by separate switches from those on window side
- (9) Ventilation by means of low windows desirable if present shelving space is not used; quiet, artificial ventilation acceptable
- (10) Heating units so placed as not to take up needed shelving space
- (11) Electrical outlets adequate for library and audio-visual needs

b. Equipment

- (1) Adjustable shelves along all available wall space, sufficient to care for average of 10 books per pupil enrolled, allowing 8 books per linear foot; tall floor stacks not advisable; 5 to 6 feet best, not higher than child can reach; shelving finished flush
- (2) Sturdy tables and chairs of sizes to fit junior high-school students, comfortable to provide for good posture; tables, without drawers, to seat not more than six; gliders on tables and chairs

- (3) A standard circulation desk placed to command view of the reading room and the main entrance
- (4) A standard sectional card catalogue
- (5) A book truck, with rubber wheels
- (6) One or more vertical files, legal size
- (7) Metal bookends and label holders for shelves
- (8) Stands for magazines, dictionary, and atlas
- (9) Bulletin boards and display cases in library and corridor outside
- (10) Movable blackboard
- (11) Large globe on stand and collection of wall maps mounted in case
- (12) Time stamp on circulation desk
- (13) Small stools for use with lower shelves

4. Workroom

a. Physical features

- (1) Adjoining reading room, with clear glass window at eye level in wall between; adequate locks and some locked cupboards; shelves for storage of books in process
- (2) Size, 100 to 150 square feet
- (3) Good lighting, both natural and artificial
- (4) Electrical outlets at all work centers
- (5) Supply cupboard for library work materials
- (6) Storage space for posters, large maps, and audio-visual equipment

b. Equipment

- (1) Work table or ledge at convenient height
- (2) Typewriter with attachment for catalogue cards and working desk
- (3) Telephone
- (4) Magazine or book press
- (5) Paper cutter and large stapler
- (6) Holders for wrapping paper and string

B. Services

1. Types of service

- a. Maintenance of library of books, periodicals, and the like
- b. Maintenance of library of audio-visual materials and equipment
- c. Maintenance of the textbook supply²

²Libraries are sometimes used as study halls, but this undesirable practice is disappearing from California junior high schools.

2. Service to classrooms
 - a. Textbooks supplied to teachers for classroom use or issuance to pupils
 - b. Small classroom libraries supplied to teachers
 - c. Classes received in library, on schedule or by appointment, for library instruction or for planned reading
 - d. Audio-visual materials and equipment issued to teachers according to plan
 3. Service to individuals
 - a. Before- and after-school and lunch-time service
 - b. Admission according to pass system used in school
 - c. Books loaned according to established policies
 4. Classification, cataloguing, and inventory
 - a. A standard classification system, such as the Dewey Decimal System
 - b. All books promptly catalogued with author, title, and subject cards provided
 - c. A continuous inventory record
 - d. Elimination periodically of books that no longer meet the needs of students and curriculum
 5. Conservation of materials
 - a. Mending, repairing, and renovating of books and materials during the year by either clerical help or an itinerant mender
 - b. Rebinding of books by a commercial binder if the cost is small enough
 - c. Reinforcement of magazines that are not bound
- C. Personnel
1. Trained librarians
 - a. Legally qualified. "No person shall be employed as a librarian for more than two hours a day in any elementary or secondary school, unless he holds a valid certificate of proper grade authorizing service as a librarian, or a valid elementary-school teacher's certificate if he is employed to serve in an elementary school, or a secondary-school certificate if he is employed to serve in a secondary school." (Education Code Section 13047)³
 - b. Personally qualified. Should have broad cultural background and such personal traits as good humor, pleasing appearance and manner, friendliness, dignity, self-control, energy, and initiative

³It is essential that the school librarian has professional preparation and experience in librarianship as well as in education.

c. Number

- (1) One librarian for every 500 students
- (2) One librarian for every 1,000 students first goal to be gained
- (3) A maximum of 60 students and teachers to be given service during one library period

2. Clerical help

- a. Clerical help needed in the library of a school with an enrollment of 200 students or more
- b. One full-time clerical assistant needed for each 1,000 students in the total enrollment of the school or major fraction of that number enrolled

AUDIO-VISUAL SERVICES

The teen-ager is an exceptionally receptive customer for the audio-visual program. He is interested in a wide variety of topics, and wants to know the story behind the matter at hand. His growing interests create for him an expanding world. Not only do far-away places raise questions for him, but the realms of science, art, music, recreational activities, and social relationships are also wide open to his inspection and questioning. The teacher and librarian are besieged with a barrage of inquiries into how things happen, what makes something tick, or why we do what we do.

Fortunately, the producers of motion picture films and other audio-visual materials have been able to design and produce a sizeable stockpile of materials which the teacher may employ to meet this never-ending stream of quiz questions. Today we have films which are geared to specific topics and courses in our curriculum. In the field of English we find films on how to study, how to use the dictionary, how to prepare an outline or report, or how to give a speech. In the social studies program we can help the pupil to observe life and customs of our own and other lands and people; and, in addition, we can give him a front-row seat in the gallery of a state legislature or take him into the offices and agencies of government. John, Jack, or Susan can observe firsthand how people work at their professions and trades, co-operatively for mutual advantage. The young adolescent has his moments of introspection, and wants to gain social acceptability through skill in personal and group relationships. Films on being popular, making introductions, applying for a job, making friends, dating, and driving appeal to youth on the threshold of adulthood. The teacher who has these, or similar resources, at his command can develop and control interests and enthusiasms.

It is well at this point to ask, What is required in a junior high school to provide an audio-visual program that will result in these benefits? There are four general requirements: *first*, an understanding on the part of the staff of the philosophy and techniques needed to conduct a successful pattern of audio-visual experiences; *second*, administrative services; *third*, equipment; and *finally*, audio-visual materials. In most new junior high schools these days, every classroom is considered as a potential audio-visual room.⁴ This means that there is need in each school for a number of projectors, record players, recorders, and other devices; likewise carts and stands. (Single-story schools greatly facilitate the movement of equipment.) Each classroom should be so equipped that the showing of films becomes a classroom experience rather than an auditorium show.

Schools in all of the larger metropolitan areas have access to a central library of audio-visual materials. Those located in smaller communities or rural areas usually rely upon county audio-visual centers and nearby film depositories operated by colleges, universities, or private organizations. Adequate budgetary provision must be made for the purchase of equipment and materials, and for the payment of rentals, delivery charges, and maintenance costs.

Within each school building there is also a definite need for planned services. It is advisable to designate someone on the staff as audio-visual co-ordinator and to allow him time for this function. An audio-visual co-ordinator will first of all expedite the placing of orders and the assignment of equipment. He can train, organize, and supervise student projectionists who will lighten the teachers' load and insure general servicing of all equipment. The audio-visual co-ordinator can also do much to promote and introduce new materials, new services, and new techniques which are available from a centralized audio-visual center; and, in a measure he can direct the training of teachers in the use of equipment and materials. This organization within the school acts as both trouble shooter and promoter. Students and teachers are thus supplied with new and interesting materials for the activities which are engaging the attention and interest of the school.

Junior high schools which are served by a central audio-visual center can do much to improve utilization techniques by excursions to and tours of the central offices that serve them. In this way both new and experienced teachers are given an opportunity to meet the people who make possible their use of these valuable teaching aids.

Like other teaching skills, audio-visual instruction is an art that is subject to continuing improvement and modification of techniques and constant revision of materials. Teachers who are interested in

keeping abreast of developments have three good sources of help. *First*, the building co-ordinator, who is a source of much information and many new ideas; *second*, visits to the audio-visual center will stimulate new enthusiasms and uncover materials and items which will serve to enrich their programs and emphasize areas and topics which have not always been easy to present forcefully and concretely. *Finally*, authoritative publications and current magazines in the field of audio-visual education help to extend one's knowledge of what's ahead. Outstanding among the current magazines are: *Educational Screen*, *See and Hear*, *Audio-Visual Guide*, and *Film World*.

It has often been said that every school teacher should have at least one talent. Most true artists willingly invest hundreds or thousands of hours to develop the talent necessary to paint, sing, or play a musical instrument successfully. In a fraction of that time, a typical teacher can develop such an abundance of skills in audio-visual presentation that his talents will immediately mark him as a master teacher. It is one more method by which expertness in instruction can be achieved.⁴

EDUCATIONAL CLINICS AND RELATED SPECIAL SERVICES

Children with severe emotional maladjustment, mental retardation, physical handicaps, or inadequate social or education development frequently require more individual study or special instruction than a teacher with a heavy teaching load is able to give. These youngsters, who may otherwise carry their adolescent frustrations and failures into adult life, can usually be helped if the causes of the difficulties are carefully diagnosed and proper remedial steps are taken promptly by the school.

Some school systems organize their special services into units to which they give some such titles as Bureau of Child Guidance or Guidance Bureau. Under one administrator are placed visiting or home teachers, school psychologists and psychiatrists, supervisors of special education, adjustment classes, programs for the physically handicapped, home tutors, attendance officers, and other special services. The advantages of such an organization are obvious. Teachers and administrators have but one agency to deal with, and all the services can be brought to bear wherever needed. Duplication of services can also be avoided.

Some of the facilities which have proved most helpful are briefly discussed under the headings "Diagnostic Service" and "Classes for

⁴In the preceding section on the library, it has been recommended that audio-visual materials and equipment be housed in connection with and issued from the library.

the Retarded, Maladjusted, and Physically Handicapped." The reader should be aware that the terminology of this area of education is not well standardized. It varies greatly from place to place. Several different terms are often used for the same service or position, and sometimes the same term is used for entirely different types of services, positions, or students. These differences have not been reconciled in the following pages, but the meanings of all terms will be easily discerned from the context.

Diagnostic Service

Highly specialized diagnostic services such as those supplied by psychological clinics and psychiatrists are not universally available, although greatly needed and highly useful. The work of school nurses and physicians falls largely in this category.

Psychological Service. Most schools administer standardized group intelligence and achievement tests to all pupils at stated intervals. Frequently, the results of group intelligence tests are inadequate and must be supplemented by individual tests for pupils whose problems require careful, detailed diagnosis. Only competent school psychologists should give and interpret the results of individual psychological tests and tests of emotional adjustment. Their interpretations of test results should be supplied to teachers, counselors, and administrators in such ways as to be of help to them in understanding problem pupils.

Psychiatric Service. Only a very small percentage of school pupils are so extremely disturbed that they need competent psychiatric diagnosis and treatment. Some school systems employ a full-time or a part-time psychiatrist, with psychiatric social workers to assist. Since psychiatric service is very time consuming and very expensive, it is limited to the small number of students most in need. Before a referral is made, the school counselor and possibly other qualified persons should make a careful study of the student and prepare a case study.

Reading Consultant Service. Pupils with widely varying degrees of reading ability present a real problem in the classroom. This problem is aggravated by the fact that many teachers do not have the basic skills necessary for meeting successfully many different reading situations. Much in-service training is needed. In some school systems, reading consultants are sent to the schools to work with teachers in various departments. These consultants do testing, interpret test results to teachers and parents, analyze individual, class, and school

reading problems, demonstrate reading techniques, and help select suitable material to meet the pupil's interests and abilities.

Summer Reading Clinic. As an expansion of the reading consultant service, at least one school system has developed a summer reading clinic for students and teachers. Its purpose is twofold. *First*, it provides an individualized remedial reading program for students of average or superior intelligence who are seriously retarded in reading accomplishment. *Second*, it provides opportunity for teachers to gain skill and understanding in the special problem of remedial reading through practical supervised experiences.

The clinic staff usually consists of several carefully selected teachers to teach the students, a school psychologist to administer group and individual intelligence and diagnostic reading tests, a psychiatric social worker, a school nurse, a special consultant in reading to provide the training program for teachers and to supervise the remedial program, and a director to organize and direct all the activities and co-ordinate the clinic activities with the regular school program.

Reports regarding the diagnosis of the pupil's reading difficulties, probable causative factors, remedial methods used in the clinic, and suggestions for further treatment by the regular classroom teacher are delivered early in the fall semester to the schools in which the pupils are enrolled.

Classes for the Retarded and Maladjusted

Many pupils are so seriously retarded or maladjusted that they cannot succeed in regular classes. Special classes adapted to their limitations must be organized.

Adjustment Classes. Pupils of normal intelligence who are too maladjusted to succeed in regular classrooms are sometimes placed in adjustment classes. The program in the adjustment room is planned to give the pupil a feeling of security by adjusting the work to his interests and level of achievement. As instruction is largely individual, classes should be limited to a maximum of twenty pupils. Occasionally the pupils are able to return to their regular classes after a few months. In cases of extreme maladjustment, however, they may need to remain much longer.

Classes for Slow Learners. Special classes for mentally retarded pupils are organized in schools throughout California. In fact, the Education Code presently requires that in any elementary or unified school district in which fifteen or more mentally retarded minors reside, the governing board shall establish special schools or classes for their education. These schools or classes shall be called special

training schools or special training classes.⁵ There is strong likelihood that special training classes will be required in time in all secondary schools. Many junior high schools already have programs of a similar nature. Since mentally retarded pupils cannot benefit from the regular program usually offered by the schools, the work must be adapted to their needs and abilities. They should be taught how to live better, how to use all of their capacities, and how to become useful members of the community. So little real pioneering has been done in this area, however, that no truly satisfactory plan can be mapped out in detail. Much needs to be done in all phases of adaptation of education to the slow learner.⁶

Classes for the Physically Handicapped

Pupils who suffer extreme impairment of one or more of their senses or some other severe physical handicap frequently require special facilities and specially trained teachers.

*Classes for the Hard of Hearing.*⁷ In almost every class, there are pupils who suffer from more or less serious hearing loss. They may not realize it, and more often the teacher does not. These pupils are sometimes classed as mentally retarded. Many school systems have sought out such students by testing every pupil's hearing with an audiometer. Recent legislation now requires that they do so.⁸ Some school systems provide traveling lip-reading teachers to meet with small groups of students once or twice a week. With the aid of this instruction, most are able to make good adjustments in school and life.

Pupils with severe hearing loss require highly specialized instruction. In many school systems these pupils are given speech instruction by specially trained teachers. They also learn lip reading, and some are taught to use hearing aids.

Classes for Those with Impaired Vision. Most large schools have pupils with very severe visual defects whose limited vision can be conserved and used more effectively. They need special equipment and specially trained teachers to help them achieve good school and life

⁵ Education Code Section 9802.

⁶ See the February 1951 issue of *The Bulletin of the National Association of Secondary-School Principals* entitled, "Reading Instruction for the Slow Learner in the Secondary School," (\$1.50).

⁷ "Part II. Hearing Conservation and the Hard-of-Hearing Child in California." *Handbook of Information for the Hard of Hearing*. Compiled and arranged by Charles G. Bluett, Bureau of Vocational Rehabilitation, California State Department of Education. Sponsored by California State Department of Public Health and California State Department of Education. Sacramento: California State Department of Education, 1947. Also see the November 1950 issue of *The Bulletin of the National Association of Secondary-School Principals* entitled, "Speech and Hearing Problems in the Secondary School," (\$1.50).

⁸ Education Code Section 16482 and 16482.1.

adjustment. For these, sight-saving classes are sometimes organized.⁹

At least two city systems have also organized centers for the blind or near-blind who can profit from learning to read Braille and acquire the other techniques helpful to them. These pupils frequently continue their education in the California School for the Blind, a state institution.

*Classes for Those with Speech Difficulties.*¹⁰ The frequency of speech difficulties is so great that many systems provide special remedial instruction. Under the direction of a speech specialist, pupils with articulation or speech disorders are treated individually or in small groups in speech correction classes for varying periods of time until new and correct speech habits are firmly established. This service includes consultation with teachers and parents, showing them the importance of their roles in the speech correction program.

Teachers for Those Confined to Their Homes. A small percentage of students each year become bedridden and must remain at home for long periods of time. Many school systems employ home instruction teachers who teach homebound youth in their homes. The course of study of these youth usually follows the regular school course of study. The home instruction teachers also show the parents how to help. Under favorable conditions, many invalid students make good academic progress.

Classes for Those with Other Physical Handicaps. Schools from time to time encounter pupils with rheumatic heart disease, postpolio conditions, cerebral palsy,¹¹ severe asthma, or other serious physical handicaps. Often it is possible to bring together groups of pupils with similar handicaps, employ trained teachers, and provide a good educational program for them. The philosophy behind such a program is that specialized facilities should be available for youth who are educable, but who simply cannot get along under ordinary schoolroom conditions. But all youth who can adjust under regular school and class conditions should do so.

⁹ Education Code Section 16482.

¹⁰ Mabel F. Gifford, *Speech Correction in the Elementary School*. Sacramento: California State Department of Education, 1948.

See also *op. cit.*, The Bulletin, November, 1950.

¹¹ Carol M. Jensen and Romaine P. Mackie, *Twenty Questions on the Cerebral Palsied Child in California*. Sacramento: California State Department of Education, 1948.

See also Romaine P. Mackie, *Information for Parents of Cerebral Palsied Children*. Sacramento: California State Department of Education, 1948.

See also *The Education of Physically Handicapped Children*. Prepared by the Commission for Special Education of the California State Department of Education. Sacramento: California State Department of Education, 1941.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 1, 6, 8c, 20, 22, 25, 29, 30, 31, 36, 40, 42, 44, 45, 49, 56, 57, 58, 59, 61, 62, 63, 64, 67, 69, 71, 72, 74.

CHAPTER VII

Administrative Organization

H. N. McCLELLAN and others

EVEN though administration is not an end in itself, good administration is highly essential for a smooth, purposeful, effective educational program in any school. Sound administrative organization is a first responsibility of every school principal.

THE PLACE AND FUNCTION OF ADMINISTRATION

The administrative organization of a junior high school is the machinery by means of which its various functions are made effective in the education of children. To say that the junior high school exists and should function for the pupils is trite and may seem unnecessary. It is well to emphasize, however, that the overhead organization and the management of a school have no virtue in themselves, but exist only for the purpose of providing effective means to serve the ends of junior high-school education. Briggs has said: "A school is organized that it may be administered; it is administered that it may be instructed. Neither organization nor administration has any value in itself; indeed, they have no meaning apart from facilitating instruction."¹ The principal is the responsible executive in his school. In the larger city school districts, he is responsible to the superintendent or his delegated assistants; in the smaller districts, his responsibility is directly to the

¹ Thomas H. Briggs, *Improving Instruction*. New York: The Macmillan Company, 1938, p. 99.

Under the chairmanship of H. N. McClellan, Principal of the Willard Junior High School, Berkeley, a group of principals from the northern part of California prepared a series of papers pertaining to the many aspects of administrative organization. These papers were digested and their contents reassembled to form this chapter. Those who contributed include the following: Harvey F. Clarke, Principal, Kit Carson Junior High School, Sacramento; Edward W. Gillis, Principal, Longfellow Junior High School, Fresno; Adin D. Henderson, Principal, Lincoln Junior High School, Sacramento; Beth Hughson, Principal, Stanford Junior High School, Sacramento; Paul W. Pinckney, Principal, Oakland Junior-Senior High School, Oakland; Lois V. Pryor, Counselor, Herbert Hoover Junior High School, San Jose; Willifred Samuels, Librarian, Herbert Hoover Junior High School, San Jose; Marguerite Shannon, Principal, Herbert Hoover Junior High School, San Jose; Rex H. Turner, Assistant Superintendent for Junior High Schools, Oakland Public Schools, Oakland; and Bruce L. Zimmerman, Burbank Junior High School, Berkeley.

local board of education. The principal may, in fact, must, delegate certain duties and responsibilities to other members of the staff, but it is his responsibility to see that they are effectively discharged.

In the smaller schools in which the principal has little or no assistance other than that of the regular teaching staff, he must personally administer or supervise all of the many functions of the head of a school. In the larger schools, he may have as his assistants one or more vice-principals, dean of boys, dean of girls, counselors, registrar, health co-ordinator, librarian, and possibly others. It is of the utmost importance that the duties and responsibilities of the principal be clearly defined and well understood by teachers, pupils, and other staff members, whether he retains full personal responsibility or delegates it.

The very multiplicity of functions of the junior high school necessitates their being woven into an integrated pattern of education which functions smoothly and effectively. In order to accomplish this result, the areas of administrative responsibility need to be identified and defined. One way of conceiving them is to recognize three major areas: (a) management, (b) instruction and curriculum, and (c) counseling and guidance of pupils. These three areas are easily recognized and need no further explanation at this point for the experienced administrator.³

In the following pages, the functional over-all plan and organization of a junior high school are presented from the administrative viewpoint. This statement closes with a particularized statement of the responsibilities of the total school personnel, beginning with the pupils, then the teachers, and finally the administrative staff. This analysis is applicable to both small and large schools, to those located in rural or urban areas, and to those operating under either the 6-3-3 or the 6-4-4 plan. Because each school has its own peculiarities of location, size, curriculum, staff, and the like, it must make its own analysis of its needs, problems, and resources, and therefrom develop its own details of organization and administrative direction. Even these particularized plans must be fluid and capable of modification from time to time as changed conditions warrant.

FUNCTION-CENTERED ADMINISTRATION

As already pointed out, administration has "no meaning apart from facilitating instruction." That is the function toward which administration must be oriented, remote as some administrative activities may seem to be at times.

³For a fuller discussion of this concept, see: M. E. Herriott, "Creative Administration," *The Bulletin of the National Association of Secondary-School Principals*, XXIX (April, 1945), 53-62.

Instructional programs are presented in some detail in Chapter II of this handbook, although their administrative aspects have been largely reserved for the present chapter. In order to gain some factual information regarding administrative aspects of instructional programs in California junior high schools, a questionnaire survey request was made of 75 junior high schools. Fifty schools were picked at random and 25 were selected for size and location. Returns were received from 59. Five of these were not truly junior high schools as defined in the Education Code, which specifically states that "The course for junior high school shall be designed to fit the needs of pupils of the seventh, eighth, and ninth, or of the seventh, eighth, ninth, and tenth grades." One school included grades 6 to 8; the other four schools included grades 7 and 8. Of the remaining 54, there were 47 three-year schools including grades 7 to 9, and 7 four-year schools including grades 7 to 10.

Inasmuch as the original data were assembled without noting this distinction, and no serious compromise is involved, all 59 schools will be included in the following discussion. The schools ranged in enrollment from 288 to 2400, with a median of 900.

Three closely related factors which are administratively determined and which in turn vitally affect the quality of instruction are the pupil-teacher ratio, the number of periods of teacher assignment, including preparation or conference periods, and the number and length of class periods for pupils. In this study, the pupil-teacher ratio was determined by dividing the total enrollment by the total number of certificated employees including principals and other non-teaching personnel. In consequence, the resulting ratios are indicative of, but not a true measure of, class size. Returns from 58 schools were usable in this respect. They ranged from 15 pupils per certificated employee to 31, with a median of 24. However, in 43 of these 58 schools, each teacher has a preparation or conference period. This fact increases the class size materially above the number of pupils enrolled per certificated employee.

The number of class periods per day was distributed as follows: 1 school, a 5-period day; 40 schools, a 6-period day, and 18 schools, a 7-period day. The length of periods varied from 40 to 58 minutes, with 42 of the 58 schools replying to this item using 50 minutes.

Another closely related factor is that of grouping in classes, a factor on which objective statistical data are not available. Grouping in classes is a compromise between the economic impossibility of

³ Education Code Section 10503.

individual instruction and the equally impossible situation of no classification. The object of any class grouping is to place each pupil in a situation in which he may work with maximum effectiveness in the necessarily practical classroom situations of public education. The first grouping that any administrator thinks of is the traditional classification by grades. Administratively, placement by grades is on the basis of normal promotion, or by special placement made on the basis of age, physical or social development, or other criterion. It has become the practice in most junior high schools of California, where numbers in the grades permit, to divide grades into semihomogeneous groups for class instruction. The principal bases for such divisions are intelligence, previous school achievement, and talents or interests.

Many and varied data regarding each pupil may be used to determine his proper placement. The most used, however, include standard intelligence test ratings; achievement test scores, principally reading; and teachers' judgments as to placement. The health of the pupil should also be considered; particularly, if the grouping involves acceleration.

Three administrative grouping plans predominate in the lower grades of junior high schools: (1) students are grouped homogeneously in home rooms according to some factor such as intelligence or reading ability with each home room group moving from class to class as a unit; (2) students are grouped heterogeneously in home room but outside of the home room they are formed into groups on the basis of some factor such as reading, these groups moving from class to class as units; (3) students are grouped heterogeneously, possibly alphabetically, or on the basis of ability in each subject (mathematics, English, and so on) moving to classes on the basis of individual programs.

In the upper grades of most large junior high schools, students' subject choices are largely on an elective basis, with frequent restrictions as to fields within which choices may be made. Under these conditions, the subject selection automatically creates a high degree of homogeneous grouping with respect to talent or interest. For example, students who are musically inclined select courses in music, those mechanically inclined select courses in industrial arts, and so on. In subjects required of all students such as English, and those elected by students of widely varied ability such as science, segregation into homogeneous groups according to ability is frequently done on the basis of previous accomplishment.

Classes for slow learners are organized in many of the larger junior high schools. In certain schools, these students are placed in a separate unit and are restricted to classes within the unit. In other

schools, these students have certain work, such as physical education, art, music, and so on, with the regular classes but are segregated into special groups for such subjects as English, mathematics, science, and reading.

Particular attention is being given to work in remedial reading throughout the junior high schools of the state. Sometimes all students or all slow learners are given special reading instruction. In other situations, students markedly deficient in reading ability are programmed to remedial reading classes for part of their program but attend most of their classes with the rest of the students.

Administration must also provide for library books, textbooks, classroom supplies, audio-visual equipment and materials, and classroom supplies and equipment, and their servicing. Likewise, certain other auxiliary services such as food services, health service, and guidance call for much administrative attention. These matters are all discussed in other chapters of this handbook.

DEFINITIONS OF ADMINISTRATIVE RESPONSIBILITIES

A Guide to Operation

The following definitions of the various responsibilities in a school include more than those responsibilities of a distinctly administrative nature and are given in order that they might be seen in their proper relationship to the total school situation. It may be noticed, however, that the principal and vice-principals are directly charged with the three areas of administration as defined previously, namely: (a) management, the principal; (b) instruction and curriculum, the girls' vice-principal; and (c) counseling and guidance, the boys' vice-principal.⁴

A. Students' Responsibilities

1. To learn the skills, knowledges, and attitudes embraced by their subjects and activities
2. To help manage the school: to help determine policies; to develop rules and regulations; to keep the student body in line with accepted school practices

B. Classroom Teachers' Responsibilities

1. To teach in the most effective ways possible
2. To maintain adequate and up-to-date records for all pupils under their direct supervision; in the home room and in the classroom
3. To counsel and guide pupils in their development

⁴For another discussion of this same plan of administrative organization, see: M. E. Hettriot, "Lafayette Junior High School Struggles Toward Democracy," *The Clearing House*, XXII (May, 1948), 528-31.

4. To supervise the conduct of pupils wherever they may be, and especially on assigned posts: classrooms; halls; cafeteria; auditorium; grounds; and on the streets in the immediate vicinity of the school
5. To participate in the determination of policies and the development of rules and regulations for the school
6. To sponsor extracurricular activities
7. To maintain healthful, attractive classrooms conducive to good learning

C. Home Room Teachers' Responsibilities

1. To maintain accurate attendance and guidance records, including the cumulative records
2. To serve as the "school parent" of the members of the home room: to encourage; to console; to correct; to defend; to advise; to explain; *etc.*
3. To foster good home room and school morale
4. To establish good school-home relations for members of the home room
5. To facilitate school organization by reading and interpreting the Daily Bulletin and Special Bulletins, and by handling such administrative details as registration on the first day, programming pupils, assigning lockers, *etc.*

D. Department Chairmen's Responsibilities

1. To co-ordinate the teaching of the department
 - a. Curriculum
 - b. Textbooks, maps, audio-visual aids, and other materials of instruction (equipment and supplies)
2. To advise and counsel with teachers new to the department, especially long-term substitutes
3. To advise the administration with respect to the needs, wishes, and achievements of the department

E. Health Co-ordinator's Responsibilities

1. To serve as the prime center for all matters pertaining to the health of students
 - a. To assist teachers in their program of maintaining conditions conducive to good health and of detecting situations and cases inimical to good health
 - b. To keep and supervise the maintenance and use of an organized and complete file of health records
 - c. To counsel with the school nurse and doctors in their service to the school, to provide good working conditions for them, and to direct to them all cases needing attention

- d. To administer all special health surveys and programs: tuberculosis, venereal disease, smallpox, etc.
2. To supply to all approved inquirers needed data from the health files
3. To participate in the determination of policies and the development of rules and regulations for the school

F. Registrar's Responsibilities

1. To serve as the prime center for the control of school attendance
 - a. To assist teachers in their program of maintaining a high standard of attendance
 - b. To direct and assist teachers in maintaining correct and adequate records of attendance and in reporting school attendance
 - c. To keep and supervise the maintenance and use of an organized and complete record file of students' places of residence, parents and guardians, authenticated birth dates, and school attendance with the reasons for each absence
 - d. To direct the investigation of cases of irregular attendance: home visits by teachers and other members of the school staff and by assistant supervisors of attendance
2. To supply to all approved inquirers needed data from the attendance files
3. To process all work permits and follow-up thereon
4. To participate in the determination of policies and the development of rules and regulations for the school

G. Counselors' Responsibilities

1. To serve as the prime center for guidance and counseling of pupils in their development
 - a. To assist teachers in the performance of this phase of their duties
 - b. To direct the programming of pupils—both original programming and adjustments
 - c. To counsel the administration with respect to the treatment and disposition of students who reach the vice-principal's or principal's office
 - d. To keep and supervise the maintenance and use of an organized and complete record file of students' educational, psychological, emotional, and social capacities and achievements
 - e. To administer the testing program of the school

2. To supply to all approved inquirers needed data from the counseling files
3. To participate in the determination of policies and the development of rules and regulations for the school

H. Boys Vice-Principal's Responsibilities

1. To serve as the prime center for boys' interests and activities
 - a. To assist teachers in adapting their programs to the interests and needs of boys
 - b. To develop and supervise a positive program of activities for boys which will be constructive and keep morale high
 - c. To handle boy disciplinary cases too aggravated to be dealt with by the classroom teacher
 - d. To secure the assistance of service agencies (P.-T.A., Y.M.C.A., Catholic Big Brothers, etc.) wherever indicated or possible
 - e. To determine the placement of boys who must be removed from the school, being advised by the grade counselor, registrar, and assistant supervisor of attendance
 - f. To supervise the conduct of boys throughout the school and vicinity
 - g. To sponsor the Rangers (boys' service group)
2. To co-ordinate the counseling and guidance services of the school as performed by the counselors, registrar, health coordinator, and teachers
3. To participate in the determination of policies and the development of rules and regulations for the school
4. To supervise the school's after-school and vacation activity program

I. Girls Vice-Principal's Responsibilities

1. To serve as the prime center for girls' interests and activities
 - a. To assist teachers in adapting their program to the interests and needs of girls
 - b. To develop and supervise a positive program of activities for girls which will be constructive and keep their morale high
 - c. To handle girl disciplinary cases too aggravated to be dealt with by the classroom teacher
 - d. To secure the assistance of service agencies (P.-T.A., Y.W.C.A., Catholic Welfare, etc.) whenever indicated or feasible

- e. To determine the placement of girls who must be removed from the school, being advised by the grade counselor, registrar, and assistant supervisor of attendance
- f. To supervise the conduct of girls throughout the school and vicinity
- g. To sponsor the Big Sisters (girls' service group)
- 2. To participate in the determination of policies and the development of rules and regulations for the school
- 3. To supervise the curriculum and instruction of the school
 - a. To advise with teachers on their training techniques
 - b. To advise with department chairmen on the curriculum content and materials of instruction
 - c. To supervise the school library and the textbook room
 - d. To keep the curriculum and instruction in harmony with the policies and practices of the school system
- J. *Principal's Responsibilities*
 - 1. To manage the school
 - a. To head a committee to determine policies and the development of rules and regulations for the school
 - b. To assign duties and responsibilities of the staff, and to delegate authority to the vice-principals, counselors, head custodian, cafeteria manager, and others
 - c. To make the master schedule of classes
 - d. To administer all school-wide activities
 - 2. To maintain a proper relation between the school and the central administration, the business department, and other service departments of the central offices
 - 3. To keep the school in line with the policies and practices of the school system
 - 4. To direct relations between the school and other schools of the system: contributing elementary schools; receiving senior high schools; special schools; and other junior high schools.
 - 5. To direct relations between the school and the community

A Guide to Selection

The guide appearing on the next two pages is a helpful statement of the qualifications, methods of selection, and responsibilities of the members of the administrative staff of the junior high school in another California city.⁵ The original statement was general enough to apply

⁵Supplied by Dr. Rex Turner, Assistant Superintendent of the Oakland City Schools. This statement is used there as a guide for the selection and direction of the administrative personnel of junior high schools.

GUIDE TO QUALIFICATIONS, SELECTION, AND RESPONSIBILITIES OF ADMINISTRATIVE STAFF OF A JUNIOR HIGH SCHOOL

<i>Position— Qualifications</i>	<i>Selection</i>	<i>Responsibilities</i>
PRINCIPAL		
<ol style="list-style-type: none"> 1. Well adjusted in all phases of personality 2. Deep-seated love of people and ability to work with them 3. Strong character, with depth of understanding and wide appreciation 4. Wide variety of experience outside of school in addition to considerable teaching experience at the junior-high level 5. Thorough and comprehensive academic and professional training, M.A. or equivalent 6. Active interest and leadership ability in community affairs 	<p>Independent ratings by at least three different members of the Superintendent's staff, personal interviews. Promotion from within the system for most positions, with occasional appointments from outside based on demonstrated capability</p>	<p>Organization and administration; teacher—assignment; supervision; curriculum; public relations; building and grounds; testing; and financial programs</p>
VICE-PRINCIPAL		
<ol style="list-style-type: none"> 1. Similar to those of the principal with special emphasis on ability to deal with pupils understandingly at the junior high age level 2. Special training in guidance and counseling 	<p>Similar to that for the principal</p>	<p>Boys & Girls: Guidance; attendance; student body; special services</p> <p>Boys: Athletics; master class schedule; hall control; evening programs</p> <p>Girls: Health; social program; clubs; assemblies</p>
COUNSELOR		
<p>#1 through #5 of qualifications for principal, plus #2 of vice-principal; thorough knowledge of subject fields, of program of elementary and senior high school levels, of vocational fields, community services, and an acquaintance, if feasible, with community, business, and industrial leaders</p>	<p>Outstandingly successful classroom teachers; combined judgment of principal and vice-principals; as many teaching fields as possible should be represented</p>	<p>One hour per day of counseling time for each 75 to 100 pupils (maximum, 200 pupils); educational, social, and vocational guidance; attendance (except clerical aspects); development and recording of personnel data</p>

<i>Position— Qualifications</i>	<i>Selection</i>	<i>Responsibilities</i>
REGISTRAR		
#1 through #3 of qualifications for principal; previous teaching experience; a considerable amount of training in counseling and guidance, a thorough knowledge of school attendance laws, juvenile court law, probation law, and social service agencies	Superior clerical ability needed; need not be certified; accuracy and efficiency essential	Statistical records and reports; child accounting; registration; transfers and clearance of pupils
LIBRARIAN		
#1 through #3 of principal's qualifications; experience as a classroom teacher; graduation from a recognized school for librarians	Independent rating of applicants by three administrators	All teaching materials: printed, audio-visual, and others; assistance in selection, ordering, routing, and general administration; supervision of textbook clerk
HEALTH CO-ORDINATOR		
#1 through #3 of principal's qualifications; previous teaching experience; considerable training in each aspect of the health program; knowledge of community health resources	Registered nurse with special interest in and understanding of children	Health inspection of all students in accordance with school policy; supervision of solarium and rest room; co-ordination of health program under girls' vice-principal

to more than one school level. It has been particularized for presentation herein.

This statement represents a well-defined plan of administrative organization and responsibility. Comparison with the previous plan (pp. 92-98) reveals numerous similarities and differences. Under either plan, administrators can function effectively. It is probably not important which plan is followed; but it is very important that some equally clear and well-thought-out plan be followed in every school.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 8a, 11, 20, 22, 26, 29, 34, 36, 45, 53, 54, 64.

CHAPTER VIII

The School Plant

OTTO E. BUSS
M. E. HERRIOTT

THIS section is planned as a guide for those who may be planning to build, rebuild, or remodel junior high schools. It is written from the principal's point of view and should be most helpful in consultation with architects and contractors. In no way is it intended to take the place of standard school housing manuals or the technical knowledge of the architect and builder.

In California, the climate is quite generally so equable that there is a freedom in school building construction not to be found in more rigorous climates. Factors such as heat economy and inclement weather are relatively unimportant, although separate buildings should be connected by covered passage ways. As a consequence, the present trend is toward one-story buildings. Most of the older junior high buildings are probably two-story structures. Many others, especially those in congested districts, owing to limited available space, are frequently three- or four-story structures.

STEPS FOR INITIATING CONSTRUCTION

School plants vary greatly according to the grades and the number of pupils to be housed. For example, a plant that is expected to house 1,000 to 1,500 pupils in grades 7, 8, and 9 will require a site of approximately 15 acres; whereas a school of the same enrollment but including also grade 10, needs another five acres in order to provide for the larger program of athletics. Or again, a three-year junior high school that is properly housed in a semisegregated unit of a plant built for a six-year high school does not need so much area as a wholly separate junior high school since several facilities are shared by both groups. Among these are the library, auditorium, gymnasium, heating plant, and possibly others. Such economies are not advisable, however, if there is sufficient population to justify separate junior and senior high schools.

Otto E. Buss is Principal of the Van Nuys Junior High School, Los Angeles; and M. E. Herriott is Principal of the Lafayette Junior High School, Los Angeles

Before proceeding further, it should be pointed out that there can be no magic formula for the building of a junior high school. Each school is an individual problem to be solved as the pertinent factors are brought together. It is necessary that educators, architect, builder, and an informed public join forces to effect a satisfactory solution.

A good practice includes the following three steps: (1) choose a site, of adequate size and relatively level, located at approximately the center of a circle which encompasses the majority of the school population to be served, no more than three miles from adjacent junior high schools in an urban area, and accessible to good transportation, whether urban or rural; (2) appoint well in advance a principal¹ and key members of his staff to do the necessary educational planning and to advise with the architect; (3) employ an architect well versed in school-house building, particularly junior high schools. The contractor is then selected in accordance with the requirements of California law.

CHECKLIST OF FACTORS

The character, arrangement, size, and facilities of a satisfactory junior high school are determined by a number of factors, of which the following are usually the most significant: (1) the size of the student body and faculty to be served; (2) the curricular and extracurricular offerings; (3) the auxiliary services and materials for which provision must be made, such as health services, library and textbooks, cafeteria, audio-visual aids, and the like; (4) the administrative and custodial services and needs; (5) the community services to be provided; (6) available funds; and (7) building code requirements.

These factors might be grouped in any one of a number of ways. Here it seems most appropriate and serviceable to approximate the topics of this handbook, for the physical facilities of a school determine in large measure the effectiveness of instruction and administration and the degree to which educational objectives are realized. The following checklist includes, therefore, the principal items of major concern to the principal in his endeavor to provide a modern junior high-school plant.

A. Are the facilities and their arrangement adapted to the primary functions of a junior high school?

1. Are they suited to the characteristics of young adolescents?
 - a. One or two stories in height so as not to place undue strain on rapidly growing children

¹ Naturally, it is not anticipated that the appointed principal will take over the responsibilities of the superintendent of schools in the smaller districts or of his representatives in the larger districts. But a principal and key staff members can be of great assistance and can do much to make the new plan truly functional.

- b. Constructed of "indestructible" materials
 - c. So constructed as to minimize noise²
 - d. Amply and well lighted²
 - e. Harmoniously beautiful
 - f. Easily accessible
 - g. Built so as to provide for free flow of traffic
2. Does the plant foster satisfaction of the needs of young adolescents?
- a. Provision for a wide variety of occupational activities
 - b. Ample provisions for the normal activities of young adolescents, such as playing active, big-muscle games and reading good literature
 - c. Facilities for student participation in school government, such as rooms for student congress
 - d. Provision of a model apartment for homemaking instruction and a nursery for observing young children
 - e. Opportunities for exercising the rights of ownership, such as individual lockers
 - f. Facilities for conducting scientific experimentation in more than one field
 - g. A variety of provisions for experience in the fine arts and the beauty and the wonder of the world
 - h. Multiple provisions for social and leisure-time experiences, such as a social hall and comfortable benches beneath shade trees
 - i. Facilities which can be used for activities that develop personality and character and ethical insights, such as an auditorium for assemblies and a public address system for intra-school communication
 - j. Ample facilities that encourage good reading, listening, writing, and speaking, such as oral English or drama classrooms, comfortable lighting, both natural and artificial, and ample library space
3. Are there adequate provisions for the exercise of social and political democracy? See Item 2, sub-items, c, h, and i.
- B. Does the plant provide the proper number of rooms and other facilities for the instructional program most likely to be offered?
- 1. Are sufficiently specialized facilities provided for the various subjects, such as mathematics, science, art, and music?
 - 2. Are provisions sufficiently flexible so as to make possible changes in the instructional or activity program reasonably easy?
 - a. A mathematics room that may be changed into a social studies room
 - b. A classroom that may be changed into a club room

² Good acoustics and adequate lighting are factors of paramount importance which have been neglected in many school buildings of the past that are still in use today.

- c. An art room that may be changed to provide for some entirely new activity that may be introduced
 - d. Ample electrical outlets and other facilities for developing an audio-visual program
- 3. Are structural provisions such as to make for ease of future change?
 - a. 30-foot width rooms instead of the usual 22-foot or 24-foot rooms
 - b. Many nonbearing, easily-changed partitions
 - c. Continuous flow heating
- C. Are provisions made for normal, accepted student body activities?
 - 1. Student congress
 - 2. Student store
 - 3. Club or recreation rooms—so located that they can be used after school hours
 - 4. Gymnasium and other athletic facilities
- D. Are there provisions for the needs of teachers?
 - 1. Coat and supply lockers
 - 2. Workrooms
 - 3. Restrooms, lavatories, and toilet facilities
 - 4. Conference rooms
 - 5. Quiet and secluded lunchrooms
- E. Are there suitable facilities for guidance and attendance activities and the keeping of records?
 - 1. Office space for a counseling staff, with facilities for group and individual conferences
 - 2. Office space for attendance counseling, with facilities for individual conferences
 - 3. Convenient and adequate space for current and stored records
- F. Are there suitable provisions for service activities?
 - 1. Storage space for instructional supplies conveniently located for deliveries and for disbursement
 - 2. Storage space for maintenance supplies likewise conveniently located
 - 3. Individual lockers for custodial staff and storage space for their supplies and equipment
 - 4. Suitable facilities for health co-ordinator, school nurse, and physicians
 - 5. Quarters for segregation of physically indisposed pupils and for administration of first aid
 - 6. A shipping room for receiving and sending packages, audio-visual materials, etc. centrally located and accessible

- G. Does the school plant facilitate the administrative functioning of the school?
1. Offices centrally located
 2. Offices grouped conveniently to each other
 3. Ample office space for all administrative officers and their clerical staffs
 4. Offices readily accessible to the pupils, teachers, and public, but without conflicting lines of traffic
- H. Is the school plant useful as a center for community activities?
1. Good artificial lighting of buildings and groups
 2. Ample parking facilities
 3. Dual provisions for duplicate needs, such as separate lockers for physical education staff and playground staff or for day-school and evening-school teachers who are on different shifts and use the same general facilities
 4. Location of special facilities such as the library, auditorium, or club rooms so as to be easily accessible to the public and to be used by it with a minimum of interference with the rest of the school plant

FACILITIES NEEDED

The principal types of classrooms needed by a typical California junior high school include agriculture, art, dramatics, English, social studies, homemaking, industrial arts, journalism, languages, mathematics, science, music, physical education, and typing. Their number, size, and character will vary according to the size of the school, grades, plan of organization, curriculum, and other factors.³

Other necessary facilities that must be provided include administrative offices, auditorium, cafeteria, corridors, custodians' closets, lavatories and toilet rooms, library, storage, textbook room. Other important facilities include club rooms; student body office and store; and work, conference, and rest rooms for the faculty.

CONCLUSION

In conclusion, it should be re-emphasized that a school plant should, above all else, be functional. First, it must provide the necessary facilities for the school program presently offered, but still be adaptable to the changes that will inevitably be made in that program. Secondly, it must be usable as a center for a rapidly developing program of youth activities and other community activities without interference with the basic educational program.

³ See Chapter II, Instructional Programs.

The educational and community programs of school districts and even of communities within districts vary so greatly that local authorities must develop their own plans. No standard plan is possible. At the same time, it is advisable to visit and study outstanding examples of good functional plants before completing plans for new school buildings.

The most marked advances made during the past few years and promising new developments in prospect are in the areas of acoustics, lighting, flexibility of use, new types of construction materials, plant layout, and relative plant size (increased acreage). The ideal is far from realization, but comparison of plants built recently with those built twenty years ago reveals such marked improvements as to give real promise that the ideal will surely be approximated a few decades hence.

The time has arrived when the state or some of the larger school systems should set up an experimental program of school plant construction. Problems need to be isolated, new ideas encouraged, promising suggestions tried out, and successful innovations adopted. The day of non-functional architectural monuments must pass.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 3, 5, 9, 11, 20, 22, 27, 29, 30, 45, 49, 63.

CHAPTER IX

Legal and Financial Aspects

FRANK R. WALKUP
LAWRENCE B. WHITE

LEGAL FOUNDATIONS

THE junior high school in California is a secondary school. Secondary schools are designated as high schools, technical schools, and junior colleges (Education Code Section 8702). The junior high school is classified as a type of high school (Education Code Section 8703) and is established, maintained, and controlled by the governing boards of high-school districts or unified school districts (Sections 8701-8702, 4602). The junior high school is of two types: (1) the three-year, with grades 7, 8, and 9; and (2) the four-year, with grades 7, 8, 9, and 10 (Section 10503). The three-year junior high school forms the intermediate unit in the 6-3-3 plan of organization and the four-year junior high school forms the intermediate unit under the 6-4-4 plan. Often because of a variety of factors, the three junior high school grades under the 6-3-3 plan are merged with the three senior high school grades to form a six-year high school. This plan is commonly known as the 6-6 plan.

Each high-school district must "establish and maintain for the convenience of the day pupils of the district at least one four-year high school, or in lieu thereof, at least one junior high school, and one senior high school, or if the high-school district is situated within a junior college district maintaining a four-year junior college at least one junior high school providing for the education of pupils of grades 7 to 10 inclusive" (Section 8722).

The provisions under which junior high schools may be established vary with the type of school district. In high-school districts governed by a city or a city and county board of education, "junior high schools may be established at any time by resolution of the board" (Section 8751). But in a county, a union, or a joint union high-school district, junior high schools may be established only after

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approval in writing by a "majority of the boards of trustees of the elementary school district" or when an election is called for that purpose and "a majority of the qualified electors voting thereat [in the high-school district] vote in favor of the junior high school" (Section 8752). Similarly, a high-school district comprising a single elementary-school district not governed by a city or city and county board of education may establish a junior high school when, at an election called for that purpose, a majority of the qualified electors voting thereat vote in favor of it (Section 8753).

When students have completed the sixth grade, the governing board of the elementary-school district "shall permit" them "to attend the junior high school" if the elementary-school district is "situated within a high-school district maintaining a junior high school" (Section 8755). Or if the elementary-school district is "not situated in a high-school district maintaining a junior high school," its governing board "may permit pupils of their district who have completed the sixth year of the elementary school to attend any junior high school in any high-school district" (Section 8761).

FINANCIAL FOUNDATIONS

The junior high school is established legally as a secondary-school under the control of the governing board of a high-school district or of a unified district. Support, as for all schools, is derived chiefly from two sources: (a) local taxation, and (b) apportionments from the State School Fund. There is, however, one marked peculiarity regarding the basis for state apportionment of funds for junior high schools which will appear later in this discussion.

The tax rate for a district is determined by the governing board. It depends upon budget provisions and the anticipated amount of state support, as well as a variety of other factors that need not be considered at this point (Sections 6301-6309). Operation of one or more junior high schools by the district naturally has a bearing on the amount to be raised by local taxation.

On the other hand, apportionments from the State School Fund are dependent upon average daily attendance, which is computed most carefully and in accordance with definite code provisions. The units of average daily attendance for elementary schools include the "units of average daily attendance ... of pupils residing in [the] elementary-school district and attending the seventh and eighth grades of a junior high school" (Sections 6911 and 6944). This provision is paired with the provision that the "units of average daily attendance in the high schools of a district" shall be "exclusive of the number of days of

pupil attendance in the seventh and eighth grades of junior high schools" (Section 6941). The anomalous situation created by classifying the seventh and eighth grades as secondary for administration and as elementary for the purpose of computing state support is met by two provisions. The first states that "the governing board of any elementary-school district situation within a high-school district maintaining a junior high school... shall pay to the high-school district... a tuition charge which shall... not be less than the average net cost of educating pupils in the first six grades... of the elementary-school district but not more than the actual cost of the high-school district of educating such pupils" (Section 8755). The second is a similar provision for pupils who reside in an elementary-school district not situated in a high-school district maintaining a junior high school (Section 8761). The very next section provides, however, that "the board of school trustees shall not pay a tuition charge greater than the average net cost per pupil for educating pupils in the first six years of the elementary-school district in which they reside, as ascertained by the county superintendent of schools and the tuition charge shall cease to be paid after the pupil has completed two years of work in the junior high school" (Section 8762). It is also provided that "the average daily attendance of all pupils from a district paying the tuition provided for, enrolled in the first two years of the junior high school, shall be kept separate and shall be credited to the elementary-school district in which the pupils reside" (Section 8763).

In order to assure receipt of tuition due a high-school district from an elementary-school district, the law provides that "If the trustees in any school district fail to draw warrants for tuition due to a high-school district the county superintendent of schools shall draw his warrant therefor" (Section 8757).

Finally, "whenever the average daily attendance of pupils enrolled in the first two years of the junior high school of a district is less than twenty-five for any school year, the junior high school shall lapse" (Section 8764).

Junior high schools receive, therefore, the major portion of their state aid from elementary-school funds. This finance pattern is a major factor militating against adequate financing of junior high schools and their universal establishment throughout California. The situation is, however, not as difficult as it once was. In fact, a few simple changes in the Education Code would make the junior high schools as completely secondary, financially speaking, as they are in all other respects. Recent code changes relating to basic state aid and state equalization aid have made adequate funds more readily available for

the operation of junior high schools. Furthermore, the spread of unified districts helps to eliminate unnecessary distinctions. Nevertheless, the present financial arrangements cause the larger school districts to maintain clerical staffs that would not otherwise be needed in order to care for the not inconsiderable amount of paper work that is required. In a word, the system is unnecessarily cumbersome.

The seventh and eighth grades belong to the secondary span and should, if possible, be treated as secondary grades. This being so, it seems logical that financing of the seventh and eighth grades in junior high schools should be wholly a concern of secondary-school finance, rather than a hyphenated elementary-secondary arrangement.

Under a unified school district plan, the financing of the entire span of public education is administered by a single board of school trustees. The unified school district may be the answer to much of the confusion arising in the financing of junior high schools.

COMPARATIVE COSTS

Inasmuch as the seventh and eighth grades are sometimes the top grades of elementary schools (the 8-4 plan) and sometimes the first grades of secondary-schools (the 6-3-3, 6-6, and 6-4-4 plans), it is well to consider the comparative costs for these grades when administered as elementary grades and as secondary grades. No very exact comparisons can be made, but generally speaking, the costs are greater when these grades are incorporated into the junior high school. In considering the costs for teachers, housing, equipment, supplies, books, and administration and supervision, what are the comparative costs for each and what are the gains?

Teacher costs per unit of average daily attendance are, by and large, higher for the same grades in a junior high school than in an elementary school. Higher salaries have usually been paid because it was generally accepted that greater training was needed for teaching in junior high school than in the elementary school. These differences are, however, disappearing gradually as it comes to be understood that special training of a high order is also needed for the younger pupils. Other factors being equal, the richer program of the junior high school is also more expensive because of the necessity for smaller classes in shops, homemaking, science, and some other parts of the program. Then too, it is highly desirable that each teacher of the junior high school have one period, or approximately one sixth of the school day, free from class duties in order to carry on individual guidance activities and to plan and prepare for class instruction. This need has not as yet been generally provided for in elementary schools. When it is,

there will be no cost differential remaining in this respect. Finally, single salary schedules are being widely adopted. The conclusion is clear that costs of teacher salaries for the seventh and eighth grades, whether elementary or secondary, are rapidly approaching equality.

The cost of housing also increases as the activities of pupils multiply with more and more maturity. For the lower elementary grades, even where well-rounded activity programs are maintained, the school-rooms are comparatively simple. Usually only one room is required for each teacher's group of children. But the richer and more varied program of the junior high school requires that many of the rooms be built to receive special equipment. Furthermore, departmentalized instruction and preparation periods for teachers results in these rooms not being used as continuously as are the rooms used by the lower grades. The cost of housing increases accordingly. When, however, elementary schools provide extra rooms for special purposes, such as music, hand-work, library, and assemblies, this differential is greatly reduced.

Another equalizing element often overlooked is the dispersal factor. Elementary schools normally serve much smaller districts than do junior high schools. Each plant calls for a duplication of facilities and consequent multiplication of costs that would not exist if each elementary school served a district as large as that usually served by a junior high school. The costs apply to such duplicated facilities as offices, lavatories, lunchrooms, libraries, and grounds.

The equipment for the junior high school, while less expensive than that required for senior high school or junior college, is more costly than that usually found in an elementary school. Equipment for the laboratories, shops, and special rooms required for the richer and more varied program of the junior high school add to the cost of equipment as compared to a strictly academic program in the seventh and eighth grades of an elementary school. But such costs are amply justified in the enriched experiences thereby provided for girls and boys. Furthermore, the factors of duplication and multiplication of equipment for elementary schools affect comparative equipment costs in the same manner as they affect comparative housing costs. Examples of such duplication include costs for telephones, typewriters, duplicators, public address equipment, and master clocks.

Instructional supplies are a considerable item in both the lower grades and in the junior high school, since California law provides for free schools. Again, the enriched program of the junior high school requires more instructional supplies, with correspondingly higher costs. This item is, however, negligible in relation to the total costs of the educational program.

There need be no difference in cost of textbooks for the two situations, for the junior high school receives the same textbooks for the seventh and eighth grades from the state as are received by an elementary school. Supplementary books, which cost the local district additional money, may very well be used in either type of organization. In fact, it is conceivable that even more books need to be used in the elementary situation, because vicarious experience is a poor, inadequate substitute for actual experience, of which the junior high school provides much more.

Libraries for junior high schools are in nearly every case more extensive, and hence, cost more than those that are ordinarily in an eight-grade elementary school. Again, this is a matter of what is expected and what the district can afford, although libraries are of the greatest importance in the proper education of youth. It has been wisely said that the libraries of a community reflect its cultural level; so does the library and its use reflect the program of a school. Since all the books of the junior high-school library are available to students enrolled in all three or four grades of the school, its use is more extensive than for the same collection in a smaller eight-grade elementary school. It follows that library service for the larger numbers and more grades assembled in a junior high school is proportionately less expensive than for the same quality of service for the seventh and eighth grades alone in an elementary school.

Administrative and supervisory costs are also matters that vary a great deal from community to community. Generally speaking, administrative and supervisory costs are lower in the elementary school than in the junior high school, largely for the same reason pointed out in regard to teacher salary costs. Here again, as more and more comes to be known about educational procedures, the need for equally well-trained administrators and supervisors for the elementary and secondary fields is coming to be recognized. When equally competent and adequate administration and supervision are provided for all levels, the bringing together of seventh- and eighth-grade pupils from two or more elementary schools need not increase these costs.

POSSIBILITY OF UNIVERSAL JUNIOR HIGH-SCHOOL EDUCATION IN CALIFORNIA

A few years ago, before bus transportation was available at reasonable cost, the junior high school was not possible for most rural districts of the state. Today, there are still situations in the state where pupils are too few and distances too great for the establishment of junior high schools, but the number is greatly reduced. If, however,

pupils of the seventh and eighth grades cannot be provided for in a nearby junior high school, the elementary district in which they live may pay the tuition in any junior high school of the state for which arrangements may be made to send them.

Recent changes in state financial support for schools and the growing trend toward the formation of unified districts are important factors which favor the spread of junior high schools to most school districts of California. Since the junior high school is becoming a more prevalent unit of school systems in the state, it is high time that its legal and financial foundations be re-examined and put in order.

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 17, 22, 23, 24, 26, 38, 54, 64.

CHAPTER X

Ways to Judge a Junior High School

M. E. HERRIOTT

THIS handbook clearly demonstrates that a junior high school is a highly complex institution, far too complex for judgment upon a simple set of standards. No truly objective measures are possible. Only experienced, capable educators of real insight are qualified to render valid opinions as to the degree of success of a given school.

A junior high school may, for example, conduct a highly effective overall program, but one directed toward wrong objectives, and therefore productive of wrong results. Or it may present a well-organized and expertly taught instructional program, but wholly neglect the contributions to democracy and to the wholesome growth of young adolescents which are made by a properly nourished student body organization. Likewise, good instruction and good student body organization may be thwarted by the lack of adequate and wise counseling. These closely knit interrelationships can be judged only persons of experience, capability, and insight.

GUIDEPOSTS¹

It is possible, however, to provide a few guideposts by which a faculty, a principal, a superintendent, or a board of education might be helped to determine the standing or qualifications of an established school. These guideposts should also be invaluable aids to the establishment of a new school. The following criteria are organized to correspond roughly to the chapter headings of this handbook. Reference

¹ Clarence E. Howell, "Measuring Rod for Junior High Schools," *The Clearing House*, XXII (March, 1948), 410-12. Further suggestions for them were obtained from the articles, "Evaluating the Curriculum for Provision for Meeting the Imperative Needs of Youth," by Will French and William L. Ransom, April 1948, pages 48-69) and "How Well Does Your High School Rate on the Ten Imperative Needs of Youth?" by William L. Ransom (October 1949, pages 8-46) in *The Bulletin of the National Association of Secondary School Principals*; also available as a reprint under the later title.

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SCALE FOR JUDGING A JUNIOR HIGH SCHOOL

NOTE: The rater should study and use the Detailed Scale for Judging a Junior High School which appears following the Summary Scale before entering ratings on the Summary Scale. The categories included in this scale are not mutually exclusive, although each contains a very clear and definite emphasis. In the Detailed Scale, some of the interrelations are specifically indicated.

SUMMARY SCALE

	5	4	3	2	1
A. Objectives	_____	_____	_____	_____	_____
B. Instructional Program	_____	_____	_____	_____	_____
C. Student Body Organizations	_____	_____	_____	_____	_____
D. Teachers	_____	_____	_____	_____	_____
E. Guidance and Counseling	_____	_____	_____	_____	_____
F. Service Units	_____	_____	_____	_____	_____
G. Administration	_____	_____	_____	_____	_____
H. School Plant	_____	_____	_____	_____	_____
I. Over-all Rating	_____	_____	_____	_____	_____

DEFINITIONS OF RATINGS

5. Very superior in this characteristic. (Meets the condition or provision almost always.)
4. Superior in this characteristic. (Condition or provision receives much emphasis.)
3. Average in this characteristic. (Condition or provision receives some emphasis.)
2. Inferior in this characteristic. (Condition or provision receives little emphasis.)
1. Very inferior in this characteristic. (Meets the condition or provision almost never.)

A DETAILED SCALE FOR JUDGING A JUNIOR HIGH SCHOOL

- | | | | |
|--|-----------------|-------------------|---------------|
| | Suff-
icient | Insuf-
ficient | Doubt-
ful |
|--|-----------------|-------------------|---------------|
- A. Objectives: In what ways and to what degree does the school recognize and provide for generally accepted objectives?
1. Integration
 - a. Are there provisions for continuing use and integration of the skills, attitudes, ideals, and understandings acquired at the elementary level? _____
 - b. Are there provisions for all pupils to acquire the same basic education which will produce wholesome, well-integrated individuals with common, essential skills, attitudes, ideals, and understandings? _____
 - c. Refer also to A-6, Articulation, in this outline
 2. Exploration
 - a. Is the administrative organization of the school such as to enable each pupil to find himself as an individual? _____
 - b. Are there informative, exploratory, and try-out classes through which pupils get first-hand experience with various types of vocational and avocational activities? _____

	Suffi- cient	Insuf- ficient	Doubt- ful
c. Are there facilities for homemaking, industrial arts, commerce, and other "practical" arts—with correspondingly modern methods of instruction?-----	_____	_____	_____
d. Is there provision for activity or laboratory types of class work?-----	_____	_____	_____
e. Are there regularly scheduled visits on school time and at school expense to industries, businesses, professions, governmental agencies, etc.?-----	_____	_____	_____
f. Do the non-commercial values of life such as art, music, dramatics, literature, receive definite attention?-----	_____	_____	_____
g. Are there provisions for self-evaluation in academic and practical fields, in the arts, in personal qualities, etc.?-----	_____	_____	_____
3. Guidance			
a. Is there a personal advisement plan conducted and directed by a trained adviser with enough assistants to guarantee careful attention to each pupil in order to ascertain his present and future needs?-----	_____	_____	_____
b. Is some form of homeroom plan followed?-----	_____	_____	_____
c. Are guidance and achievement studies and activities conducted which help pupils to make tentative choices of life goals?-----	_____	_____	_____
d. Do pupils receive employment and occupational information through the use of films, radio, talks, and a variety of other means?-----	_____	_____	_____
e. Are all pupils given thorough and complete physical examinations upon entering junior high and at regular intervals thereafter?-----	_____	_____	_____
f. Refer also to E, Guidance and Counseling, in this outline	_____	_____	_____
4. Differentiation			
a. Are the school facilities planned for and used exclusively by pupils of junior high age during school hours?-----	_____	_____	_____
b. Are all classrooms built to conform with the activities and subject-matter of the curriculum?-----	_____	_____	_____
c. Are pupils programmed to classes in accordance with their abilities? For example, are advanced pupils assigned to activities which fully utilize their abilities? Are pupils deficient in their command of the fundamentals assigned to remedial work?-----	_____	_____	_____
d. Are all subjects planned, organized, and taught so as to provide for individual differences?-----	_____	_____	_____
e. Are retarded pupils taught in classes small enough to assure individual attention and with objectives within their ability to attain?-----	_____	_____	_____
f. Are there rehabilitation classes for pupils in need of individual help in order to aid them to make up their deficiencies and be returned to regular classes as soon as possible?-----	_____	_____	_____
g. Is it comparatively easy to transfer pupils from one class or course to another under guidance?-----	_____	_____	_____
h. Are there provisions for remedial or corrective physical activities for those pupils with physical deficiencies?-----	_____	_____	_____
i. Are continuous studies made of the changing interests, abilities, and aptitudes of pupils of junior high age?-----	_____	_____	_____

5. Socialization

- | | Suff-
icient | Insuf-
ficient | Doubt-
ful |
|--|-----------------|-------------------|---------------|
| a. Is the emphasis upon human relationships and human values? Is the child put foremost, rather than the subject or the school?..... | _____ | _____ | _____ |
| b. Does the school function as a social unit, as a totality cutting across all artificial lines?..... | _____ | _____ | _____ |
| c. Are all-school governmental activities participated in and shared by the pupils, teachers, and administrators?..... | _____ | _____ | _____ |
| d. Are all pupil organizations self-organized and self-governed, with optimum adult encouragement and counsel?..... | _____ | _____ | _____ |
| e. Is there a system of homerooms or equivalent for integrative, governmental, and administrative purposes?..... | _____ | _____ | _____ |
| f. Do teachers use methods which develop social situations in which pupils necessarily participate naturally and fully?..... | _____ | _____ | _____ |
| g. Are pupils inducted into the spirit of the United States Constitution, the Bill of Rights, and the values of democracy?..... | _____ | _____ | _____ |
| h. Are minorities—political, religious, racial—studied and given their full rights and responsibilities in and out of school?..... | _____ | _____ | _____ |

6. Articulation

- | | | | |
|---|-------|-------|-------|
| a. Is promotion to junior high on the basis of age and social maturity as well as academic achievement?..... | _____ | _____ | _____ |
| b. Is there a smooth transition from elementary to secondary education, a definite tapering off of elementary purposes and practices and an increasing preparation for senior high methods and activities?..... | _____ | _____ | _____ |
| c. Is there gradual introduction of the departmentalization, of the plan of having different teachers for different subjects?..... | _____ | _____ | _____ |
| d. Is there provision for more and more specialization as the individual progresses?..... | _____ | _____ | _____ |
| e. Are there increasing opportunities for pupil choices of subjects and curriculums?..... | _____ | _____ | _____ |
| f. Is there a plan of collaboration between junior high and elementary faculties for articulation of the two levels?..... | _____ | _____ | _____ |
| g. Is there a plan of collaboration between the junior and senior high faculties for articulation of the two levels?..... | _____ | _____ | _____ |
| h. Refer also to A-1, Integration, in this outline | | | |

B. Instructional Program: To what degree does the program measure up to the needs of youth and society?

- | | Ade-
quate | Inade-
quate | Doubt-
ful |
|--|---------------|-----------------|---------------|
| 1. Does it enable youth to explore their own aptitudes and to have basic occupational experience?..... | _____ | _____ | _____ |
| a. Some significant provisions | | | |
| b. Some serious shortcomings | | | |
| 2. Does it enable youth to develop and maintain abundant mental and physical health?..... | _____ | _____ | _____ |
| a. Some significant provisions | | | |
| b. Some serious shortages | | | |

	Ade- quate	Inade- quate	Doubt- ful
3. Does it enable youth to be participating citizens of their school and community, and to become increasingly oriented to adult citizenship?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
4. Does it provide for experiences and understandings fundamental to successful home and family life?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
5. Does it develop a sense of the values of material things and of the rights of ownership?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
6. Does it reveal the material and physical environment and provide for the scientific approach to the solution of problems?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
7. Is there provision for appreciation of and expression in the arts, and experience with the beauty and wonder of the world about?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
8. Is there provision for leisure-time experiences, for personal growth, and wholesome group relationships?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
9. Are there opportunities for group living, personality and character development, growth in respect for others and their rights, and in ethical insights?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
10. Are there opportunities to develop ability to observe, listen, read, think, speak, and write with purpose and appreciation?-----	_____	_____	_____
a. Some significant provisions			
b. Some serious shortages			
11. In general, does the instructional program recognize and provide for the needs of youth as being more important than tradition?-----	_____	_____	_____
	Wholly So	Not at All	To a Degree
C. Student Body Organization: In what measure is it sound and educational?			
1. Is it democratic?-----	_____	_____	_____
2. Is it of, for, and by the student, with faculty sponsorship and guidance?-----	_____	_____	_____
3. Does it meet real—not fictitious—needs?-----	_____	_____	_____
4. Are its financial operations conducted in a business-like way, subject to auditing and other fiscal checks?-----	_____	_____	_____
5. Is it solvent?-----	_____	_____	_____

Markedly
So Defi-
cient Ques-
tionable

D. Teachers: How nearly do they meet our ideals?

1. In personal traits, are they

- a. Leaders? -----
- b. Understanding and patient? -----
- c. Friendly? -----
- d. Of good appearance? -----
- e. Of pleasing voice? -----
- f. Enthusiastic? -----
- g. Possessed of a sense of humor? -----
- h. Dedicated to children? -----

2. In their pre-training, did they receive

- a. A broad scholastic foundation? -----
- b. Mastery of one or more specialized fields in which they teach? -----
- c. Sound professional training? -----
- d. Specialized professional training for teaching in junior high school? -----

3. Are they qualified to participate in and guide extracurricular activities? -----

- a. Which ones are? What activities?
- b. Which ones are not?

4. Is their previous experience sufficiently broad? (Does it include experience at more than one level?) -----

5. Do they engage in profitable in-service training activities to a sufficient degree? -----

Yes No Inade-
quate

E. Guidance and Counseling: To what degree are they provided and used?

- 1. Is guidance a foundation concept of the school? -----
- 2. Is there a specialized counseling-guidance staff? -----
- 3. Is guidance (appropriate to the position) an accepted responsibility of all members of the staff? -----
- 4. Are appropriate, adequate, and meaningful guidance records maintained? -----
 - a. Are cumulative records kept?
 - (1) Scholastic -----
 - (2) Social -----
 - (3) Psychological -----
 - (4) Physical -----
 - (5) Attendance -----

	Yes	No	Inade- quate
b. Are all records available to all who can make professional use of them? (classroom teachers, homeroom teachers, counselors, administrators, authorized agencies)			
c. Are records kept confidential?			
5. Refer also to A-3, Guidance, in this outline			
	Fully	Not At All	Some- what
F. Service Units: To what degree and how successfully are the following services provided?			
1. Health service (nurses, physicians, co-ordinators)			
2. Library			
3. Textbooks and workbook materials			
4. Audio-visual facilities, both special and regular classrooms			
5. Educational clinics			
a. Psychological service			
b. Psychiatric service			
6. Classes for the handicapped			
a. For the maladjusted			
b. For the mentally retarded			
c. For poor readers			
d. For those with speech difficulties			
e. For the hard of hearing			
f. For the visually handicapped			
g. For the physically handicapped			
7. Home visitors			
a. Attendance officers			
b. Home visitors			
c. Home teachers			
8. Supervisors to help and guide teachers (subject and activity supervisors)			
List those available:			
	Yes	No	Possibly
G. Administration: To what degree does it provide satisfactory conditions, inspiring leadership, and guidance?			
1. Does the administration serve?			
2. Is it democratic?			
3. Is it professional?			
4. Does it provide sound organization?			
5. Is it growing, abreast of educational developments?			
6. Does it provide as ample financial support as should be or can be furnished?			

H. **The School Plant:** Does it provide suitable and necessary facilities? Yes No Partially

1. Is the environment conducive to the best interests of children: attractive, landscaped, and otherwise stimulating to the children's sense of beauty; free from traffic hazards, distracting noises, offensive odors, and other destructive factors?-----
2. Is there sufficient play space for normal student activities?-----
3. Does the school plant conform to health needs with respect to seating, lighting, heating, and ventilation?-----
4. Is there provision for housing all of the phases of junior high education called for under Items A to G above?-----
 - a. Exceptionally good provisions
 - b. Serious weaknesses or omissions

to these sections will help the experienced and qualified observer to use these criteria. No other claim is made for their objectivity, reliability, or validity.

Although this more detailed scale for judging uses such heads as "sufficient," "insufficient," "doubtful," "adequate," "inadequate," and the like, a summary scale using numerical ratings is provided in order that a concise, overall type of rating is possible. In fact, a profile such as is often provided by standardized educational tests can be drawn for the guidance of raters. The scale on the six preceding pages for judging a junior high school has been adapted from French and Ransom.¹

¹ "Evaluating the Curriculum for Provision for Meeting the Imperative Needs of Youth," *Op. cit.*

For pertinent material to supplement the presentation in this chapter, see Chapter XII, Selected and Annotated Bibliography, items 18, 29, 36, 53, 59.

CHAPTER XI

A Study of Trends in Junior High School Practices in Twenty-Four States

A. H. LAUCHNER

THE writer, interested in ascertaining trends in junior high-school practices, personally visited seventy-one junior high schools during the first semester of the school year 1950-1951. In his visit he covered twenty-four states and traveled a distance of over 12,000 miles. His trip included the inspection of fifteen new school buildings, in addition to the seventy-one junior high schools. On the trip he attended eleven faculty meetings, twenty-three school assemblies and four evening programs by students, and three parent-teacher meetings. He interviewed more than 500 school administrators, supervisors, teachers, patrons, and students; addressed five meetings of principals, one state conference, 1,400 teachers, and approximately 20,000 students; conducted seven junior high-school workshops; and gathered and filed many faculty handbooks, master programs, report cards, guidance materials, student handbooks, and much other information and material that are directly related to the administration and conduct of the junior high school. The following is a summary of findings and interpretations as revealed through his tour and study of junior high schools:

BLOCK OF TIME

The swing toward having one teacher hold a group for two or more periods each day is perhaps the most significant thing that is happening in junior high schools today. Approximately four of every five schools have adopted or anticipate inaugurating block scheduling. The usual combination is English—social studies, but some schools have worked in mathematics or science, frequently making a triple block. A few schools have seventh-grade pupils receive instruction in all academic areas from one teacher. (This is all in direct contrast to original claims made for junior high school when there was strong argument in favor of strict departmentalization, with highly specialized teachers.)

A. H. Lauchner was formerly principal of the Thornburn Junior High School, Urbana, Illinois; and is now principal of the new Great Neck Junior High School, Great Neck, New York.

The trend toward the block is based on arguments of: (1) fewer students per teacher and, therefore, (2) better guidance, (3) a greater degree of correlation, (4) less confusion in school, (5) stronger teacher-student relationships, and (6) general "broadening" of all concerned.

INTEGRATION

We are making use of many terms these days. Hundreds of junior high schools are working seriously at the job of making various aspects of those subjects, attitudes and what-have-you we've been teaching in separate doses, all a part of one big prescription. Some call it *common learnings*, others the *core*. One school names it *unified studies*, another *general education*, *home-room-centered curriculum...unified learnings*. All of this represents an effort to provide programs which will meet interests, problems, and needs of youth adequately and effectively. Teachers and administrators work up units. Materials are gathered. Teachers are trained for the activity. In some schools the job has been well done, and folks seem quite satisfied; in others, eyebrows are raised. Several schools have tried it, and "backed down." Needless to say, much in the way of planning and public relations should precede the adopting of any program of common learnings. One faculty can do it; another may not. One community may be ready for it, while another will not accept it. Some schools where such programs have managed very, very well are thoroughly convinced of its merits while some have come to grief and aren't very happy over the outcome.

GROUPING

Once we grouped. Then many said it was undemocratic and shouldn't be done. Today there is a very strong swing toward grouping. Here and there, some school attempts homogeneous grouping straight down (or up) the line; there are seven, or eight, or ten sections in seventh grade—each a different level. Not many schools are doing this, but hundreds are setting up three or four "working levels" in the school, particularly in academic areas. Hundreds of schools that do not otherwise group have sections of slow learners, and now and then some school has one or more sections for gifted pupils. For sectioning purposes, I.Q. may be used, but, in general, *reading ability*, *social maturity*, *past records*, and *opinions of counselors* are the strong factors used in arriving at decisions.

STUDENT FAILURES

Thirty-two schools supplied data on "failures." These varied from nine per cent failing students in one junior high school to "no

failures" in three or four. Average pupil-failure total in junior high school was 2.65 per cent. In general, schools with very low failures insist on summer school attendance by those who "slip by." Principals are practically unanimous in their belief that, generally speaking, pupils who are forced to repeat a grade show very little improvement. Almost without exception they believe in "getting the best we can from a student and then moving him on." The rank and file of classroom teachers are not as favorable to these two viewpoints as are administrators and guidance directors, but there is ample evidence that classroom teachers are becoming increasingly favorable to both of these two points of view.

COEDUCATIONAL

There is some movement toward placing boys and girls together in physical education classes, at least part-time. One school in twenty sends them to mechanical drawing, home crafts, or other similar areas together. Other schools, not yet willing to go that far, have arranged for shop and homemaking teachers to exchange classes for three or four weeks. Principals indicate desire for increased coeducational activity.

COUNSELING

Strong emphasis is being given this field of endeavor. Everywhere, schools are employing additional staff members. There is no particular plan which stands out above others. A large number of schools have a boys' counselor and a girls' counselor. About an equal number have a counselor for each grade in junior high school. A few have counselors who work together in taking care of both boys and girls in all grades. No one can say which plan is best—but all will agree that without very strong co-operation among counselors, teachers, students, parents, and administration any plan may and probably will fail. It has been said that the average teacher has not the true picture of what good counseling consists of; much in-service training is called for.

MUSIC

Nearly all junior high schools have glee clubs. Some meet as regular classes, daily. A few have choirs. Most junior high schools have bands, meeting on the average of three days per week. Very few junior high-school bands march. In nearly all schools general music is required in the seventh grade—and is elective thereafter. Here and there a junior high school has "singing" assemblies.

PHYSICAL EDUCATION AND ATHLETICS

Some junior high schools offer physical education one day per week; there are others which set up such classes to meet daily. Physical education classes seem particularly strong on the West coast. Size of classes may vary from fifteen or twenty students to as many as a hundred or more. Classes of sixty or seventy are not uncommon. Nearly all schools report intramural programs, for both boys and girls. An increasingly large number of junior high schools are featuring such activity to replace competitive athletic contests with other schools. With almost no exceptions, junior high schools in larger cities do not engage in athletic contests with other schools. Superintendents and principals, in large numbers, are out of sympathy with the idea that elementary and junior high schools must develop athletes for senior high schools. Many school boards have set up rules and regulations against such programs. There is evidence that junior high schools are decreasing the number of games, the distance traveled, *etc.*

LIBRARIES

Most junior high school libraries are far too small; many schools with a thousand or more enrollment can seat no more than fifty or sixty students in a library. A few such junior high schools have decentralized, by placing books and materials at convenient locations, thereby increasing facilities. A few of the newer buildings have "area" libraries. Some libraries seem to rely on the PTA to provide books and magazines, while others have very liberal allowances for increasing the number of books and magazines. Libraries visited varied from a "handful" of books to as many as eleven thousand volumes. Most schools use students as helpers, and quite a few have teachers helping. Here and there may be found a junior high-school library with materials of instruction suitable to levels of grades seven, eight, and nine—and additional books, pamphlets, *etc.* selected for students with third- or fourth-grade ability—or those with eleventh- or twelfth-grade achievement. A good junior high-school library helps meet individual difference.

TEACHERS

Great numbers of junior high schools report "not enough teachers." Here and there one may find teachers with classes of twenty to twenty-five students, but it is not at all difficult to discover forty or more in a class. Training of teachers in junior high schools varies from "none with AM" to as high as "90 per cent with AM or MS." The average is 37 per cent. Eight junior high schools of those reporting have more men than women on the faculty; thirty-eight, more women

than men; while fourteen have faculties evenly balanced between men and women. There is a strong trend toward more men teachers. In schools visited, the lowest maximum salary found for classroom teachers was \$3,500; highest was \$6,500. Median maximum was \$4,550. (Most of these have been raised within the last year.) Maximum salaries for supervisors, principals, and others not covered as "regular classroom teachers" are sometimes determined by fixed differentials, and sometimes by "considering each situation independently." In general, a junior high-school principal's maximum salary averages from 30 per cent to 60 per cent above regular teacher salaries, depending on responsibilities, qualifications of individuals, *etc.* In a very few schools, teachers instruct but four class periods daily, but there are more junior high-school teachers directing six or more periods per day than those fortunate enough to have only four. The average is five, plus home room, and perhaps a study or other assignment.

CLASS PERIOD

In schools visited, the length of the class period varied from 35 to 60 minutes. Popular class-period lengths are 55, 56, or 57 minutes. Schools having long periods have few study halls, and many assign little homework. Study is carried on in the classroom under the supervision of the teacher handling the subject. More and more junior high schools are coming into a six-period day, plus an activity period.

REPORTS TO PARENTS

A variety of methods for reporting pupil progress to parents is used. The trend is toward the plain, easy-to-follow card. A few schools report monthly, some quarterly, but the majority of the junior high schools issue reports six times a year. Following are the systems of reporting to parents found in the study:

- A, B, C, D, and E; or A, B, C, D, and F.
- 97, 93, 92, 89, *etc.* or 95, 90, 85, 80, *etc.*
- Satisfactory or Unsatisfactory.
- Superior, Good, Fair, and Poor.
- A checking of traits or characteristics.
- A written paragraph from each teacher.
- Reports vary from comprehensive booklet form to very simple card.

IN-SERVICE TRAINING

A great majority of the junior high schools are attempting to carry on programs of in-service training. Many are setting up conferences or workshops and bringing in experts in the field.

PUBLIC RELATIONS

Many schools have discovered, to their sorrow, that it is possible to move too fast. In such a simple matter as changing the name of a subject field (as history to social studies) care must be taken. Terms like "common learnings" and "core" have brought violent repercussions here and there. The introduction of anything that is new calls for well-planned "bringing along" of all concerned. Increasingly, school administrators are working with the faculty, community leaders, and students to develop new content or method. Some who have failed to do this are "starting all over again."

PATTERN FOR JUNIOR HIGH SCHOOL

There seems to be no definite pattern for the junior high school. While there is general agreement as to functions, purposes, goals, objectives, or what-have-you, ways of accomplishing these differ widely. The home room is very popular in many schools; in others, there is no home room. Club activity ranks high in certain quarters; in others, it has been dropped or absorbed in regular classes. There are strong athletic programs in certain schools; and violent opposition to them in others. School papers, yearbooks, dances like in the senior high are found in many junior highs; the publications are very simple; and parties are many. Teacher dominance is found in some junior high schools, while in others there is student dominance. In some schools the textbook is the sole instructional material used, while in neighboring schools it is possible to find no single textbook but rather a wide variety of textbooks and other materials. In summary, a great majority of junior high schools are:

1. Using block scheduling
2. Grouping in greater or lesser degree
3. Getting further away from dependence on a single textbook
4. Attempting to give marks based on individual ability rather than on a single standard
5. Establishing special classes in academic areas for slow learners
6. Making special arrangements for helping gifted pupils.
7. Making class periods longer and longer, with more and more studying being done under the subject teacher rather than at home or in a study period
8. Building strong guidance and counseling programs
9. Making increasing effort to know, understand, and appreciate early adolescents
10. Checking for results.

CHAPTER XII

Selected and Annotated Bibliography

EATON O. BEMIS

THIS bibliography is organized in two sections: (1) books and pamphlets, and (2) periodicals. The references are, first of all, those which authors of the various chapters found most helpful, and secondly, those which will be found useful for further study and interpretation of the junior high school as an institution and as a movement.

The Roman numerals at the close of the annotation for each book or pamphlet indicate the chapter of this handbook to which the references are most closely related. Similarly, Arabic numerals at the end of each chapter indicate the references in this bibliography which are most closely related to the content of the chapter. No such cross-references are made for the periodicals because of the highly diverse character of the contents of most of them. Consequently, they are not numbered.

For other bibliographies, see especially items 30, 51, and 52.

BOOKS AND PAMPHLETS

1. *Adolescence*. Forty-third Yearbook of the National Society for the Study of Education, Part I, edited by Nelson B. Henry. Chicago: The National Society for the Study of Education. 1944. Pp. x + 358. Distributed by the Department of Education, University of Chicago.

A comprehensive discussion of the psychology of adolescence by a group of well-known authorities. The implications of present-day scientific knowledge in this area are thoroughly studied. (II, IV, V, VI)

2. Alberty, Harold P. *Reorganizing the High-School Curriculum*. New York: The Macmillan Company. 1947. Pp. x + 458.

A unified presentation of philosophy, curriculum, and methods applied to the subject-centered, the experience-centered, and core curriculums to aid the determination of appropriate learning activities. Gives excellent critical analyses of these types of curriculums, plus many concrete suggestions by which each may be improved. Includes an excellent description of the building of resource units. (II, IV)

Eaton O. Bemis is Principal of the Lakewood Junior High School, Long Beach.

3. American Association of School Administrators: 27th Yearbook. *American School Buildings*. Prepared by a Committee of the AASA headed by Supt. Warren T. White, Dallas. American Assoc. of School Administrators. Washington 6, D. C. Pp. 525.

Outlines in 19 chapters the present views of a group of professional educators and experts on the total planning, construction, mechanical equipment, furnishing, and financing of school plants. (VIII)

4. *American Education in the Postwar Period*; Part I, *Curriculum Reconstruction*. Forty-fourth Yearbook of the National Society for the Study of Education, edited by Nelson B. Henry. Chicago: The National Society for the Study of Education. 1945. Pp. x + 292. Distributed by the University of Chicago Press.

Presents general techniques of curriculum planning. Each chapter is devoted to a special field in terms of social values, needs, and problems to be considered in improving instruction. Needs are translated into goals or objectives, and learning experiences are suggested for their accomplishment. Includes methods for evaluating the learner's progress. (I, II, V)

5. *American School and University*. New York: American School Publishing Corporation. Annual Editions.

Each yearbook contains a series of articles by recognized authorities on school plant design and on building and maintenance problems. Various types of school plants are reviewed and illustrated, as well as special facilities within plants. (VIII)

- 5a. Association for Supervision and Curriculum Development: 1950 Yearbook. *Fostering Mental Health in Our Schools*. National Education Association, 1950. Pp. 320.

The entire yearbook is concerned with the healthy development of so-called "normal children," not with deviates. Throughout the volume, there is emphasis upon conditions that will promote the total, all-round well-being of the individual. (V)

6. Baker, Harry J. *Introduction to Exceptional Children*. New York: The Macmillan Company. 1944. Pp. xiv + 496.

Presents characteristics and problems of many types of exceptional children. Generally, each type is treated from the nearly normal to the more extreme cases. Methods of diagnosis by teacher, clinic, and specialist are presented with causes, remedies, and preventive treatment. Covers such areas as physical handicaps, mental growth and development, neurological and psychological diseases, behavior adjustment, and retardation. (V, VI)

7. Barr, A. S.; Burton, H.; and Brueckner, Leo J. *Supervision: Democratic Leadership in the Improvement of Teaching*. Second edition. New York: D. Appleton-Century Company, Inc. 1947. Pp. viii + 880.

A discussion of supervision as a co-operative enterprise through which all concerned work together to improve the setting of learning. Principles and plans for administrative organization are illustrated and developed. Gives many

excellent techniques for improving the curriculum and for facilitating teacher growth. Contains a valuable section on evaluation. (II, III, IV, V)

8. BULLETINS OF THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS. Washington 6, D.C.: National Association of Secondary-School Principals of the National Education Association. Issued monthly, October through May. These bulletins regularly contain much material of value to the junior high school administrator. The following issues are particularly helpful:

- a. *The Modern Junior High School*, xxix, No. 130 (April, 1945).

A series of articles, each of which is devoted to a particular phase of the junior high-school program or needs. (I, II, VII)

- b. *The Assembly Program in the Secondary School*, XXX, No. 141 (November, 1946). **Out of print.**

Contains many illustrations of assembly programs. (III)

- c. *The Imperative Needs of Youth of Secondary-School Age*, XXXI, No. 145 (March, 1947).

A vital and important presentation of the ten imperative needs of youth with implications for the modern curriculum. Probably the most important individual bulletin of recent issue by the Association. (I, II, III, V, VI)

- d. *Speech Education for All American Youth*, XXXII, No. 151, (January, 1948).

Deals with programs of general speech education as a means for better understanding of the values of speech training for those who are neither talented nor defective in speech.

- e. *Evaluation in the Secondary-School*, XXXII, No. 154, (April, 1948).

An excellent series of articles on various phases of evaluation. Usable checklists are included, permitting evaluation in terms of the ten imperative needs given in issue No. 145, Vol. XXXI. (See "c" above). (V)

- f. *Improving Reading Instruction in the Secondary-School*, XXXIV, No. 168, (February, 1950).

Emphasizes the fact that the teaching of reading in the secondary-school is fundamental since reading ability is directly related to the progress of students in all subject fields and the success of life pursuits. Contains definite suggestions and recommendations for attacking many of the problems of reading instruction on the secondary level. Very useful to teacher, supervisors, and administrators as an auxiliary teaching aid.

- g. *Speech and Hearing Problems in the Secondary-School*, XXXIV, No. 173, (November, 1950).

Written with the idea of giving principals and teachers a clear understanding of the nature and potentialities of a corrective program in speech and hearing, and that it will provide a substantial foundation for those who are interested in securing assistance for students who have speech and hearing handicaps.

- h. *Reading Instruction for the Slow Learner in the Secondary-School*, XXXV, No. 176, (February, 1951).

This publication prepared by the California State Committee on developmental reading deals with reading instruction for the slow learner usually found in regular classes in the secondary-school; it outlines procedures helpful in meeting the needs of teachers of special training classes. It suggests ways of teaching reading to the mentally retarded as well as to the slow learner in the secondary school.

9. Bursch, Charles Wesley, and Reid, John Lyon. *You Want to Build a School?* New York: Reinhold Publishing Corporation. 1947. Pp. vi + 128.

A short, meaty discussion of the principles involved in building a school plant. Contains valuable sections on the planning and building of school plants, and on the problems and opportunities connected with full utilization of facilities. (VIII)

10. Caswell, Hollis L., editor. *The American High School: Its Responsibility and Opportunity*. Eighth Yearbook of the John Dewey Society. New York: Harper and Brothers. 1946. Pp. viii + 264.

An analysis of the status and needs of American youth, showing ways in which the high school and junior high school can make needed curriculum changes. Discusses problems of organization and administration and of training of teachers. Emphasizes the need for educators to come to grips with today's challenge of secondary education for all youth. (I, II, III, IV, V)

11. Cooper, Dan H., and Peterson, Orville E. *Schools for Young Adolescents; the Upper Elementary and Lower Secondary Grades*.

Excellent summary report on the status of the junior high school, the demands upon it by early adolescent nature and by society, the program of education, and the personnel, plant, and administration. (I, II, IV, V, VII, VIII)

12. Cox, Philip W. L., and Duff, John C. *Guidance by the Classroom Teacher*. New York: Prentice-Hall, Inc. 1938. Pp. xxvi + 566.

Treats guidance and education as two aspects of the same thing. Discusses self-adjustment, biological inheritance, and personality factors; and analyzes in detail many phases of the guidance program. Aids organization and evaluation of the guidance program. (V)

13. Darley, John Gordon. *Testing and Counseling in the High-School Guidance Program*. Guidance Plans and Methods, Numbers 10 and 11. Chicago: Science Research Associates. 1943. Pp. xiv + 222.

Outlines the main elements of counseling and testing. Gives a simple presentation of the basic elements of statistics, and of the use of tests and interpretation of results. Explains how to identify students' problems and how to interview students. This is a good reference book for counselors and teachers as well as a guide to the administrator in determining what constitutes good counseling. (V)

14. Davis, Allison. *Social-Class Influences upon Learning*. Cambridge: Harvard University Press, 1948. Pp. 100.

The Inglis Lecture. Definitely an important aspect of the social conditions to which young adolescents are sensitive. (I, V)

15. Davis, Frank G., and Norris, Pearl S. *Guidance Handbook for Teachers*. New York: McGraw-Hill Book Co., 1949. Pp. 344.

Most educational guidance leaders seem now to believe that the most effective help can be rendered by the regular classroom teacher. This seems to be the philosophy of the authors of *Guidance Handbook for Teachers*. Written from a psychological approach, the book considers the problems of the individual teacher, illustrated by numerous examples.

An unusually fine book for all teachers, especially those having inadequate backgrounds in educational guidance. (IV)

16. Detjen, Mary E., and Detjen, Ervin W. *Home-room Guidance Programs for the Junior High-School Years*. Boston: Houghton Mifflin Company. 1940. Pp. xvi + 510.

Presents a program of carefully prepared outlines of home-room activities throughout the year. Topics are developed for each half-grade level around central themes. Statements of suggested content, pupil activities, and reference materials are included. (III, V)

17. De Young, Chris A. *Budgeting in Public Schools*. New York: Doubleday, Doran and Company, Inc. 1936. Pp. xiv + 610.

A well-illustrated volume of approved methods for making school budgets. Administrators will find that practical use can be made of the numerous forms which illustrate the procedures used in school districts of various sizes. (IX)

18. Douglass, Aubrey A. *Modern Secondary Education, Principles and Practices*. Boston: Houghton Mifflin Company, 1938. Pp. vi + 782.

Presents a discussion of the purposes of modern secondary education and an evaluation of the ways and means by which these purposes are accomplished. The curriculum is considered in terms of educational aims and objectives, learning experiences and desired outcomes; it is based upon the same general philosophy and principles of construction and method as for all areas of education. (I, II, IV, X)

19. Douglass, Harl R., editor. *The High-School Curriculum*. New York: The Ronald Press Company. 1947. Pp. viii + 662.

Gives a detailed analysis of the secondary-school curriculum in terms of modern needs as viewed by twenty-seven authorities. Although it applies particularly to grades nine to twelve, many of the illustrations and much of the text also cover the junior high-school field. For example, each of the last twelve chapters is concerned with a separate subject field covering both the junior and the senior high-school fields. (I, II, III, IV, V)

20. Douglass, Harl R. *Organization and Administration of Secondary Schools*. Revised Edition. Boston: Ginn and Company. 1945. Pp. xii + 660.

A general textbook devoted to the problems of organization and administration of junior, senior, and four-year high schools. Includes numerous useful descriptions of modern practices. (I, II, III, IV, V, VI, VII, VIII)

21. Dunsmoor, Clarence C., and Miller, Leonard M. *Guidance Methods for Teachers in Home Room, Classroom and Core Program*. Scranton, Pennsylvania: International Text Book Company. 1942. Pp. xvi + 382.

Discusses and explains guidance principles and procedures, giving concrete suggestions for setting up and conducting efficient guidance programs. Valuable as a source book of usable materials. (III, V)

22. Edmonson, James B.; Roemer, Joseph; and Bacon, Francis L. *The Administration of the Modern Secondary-School*. New York: The Macmillan Company. 1941. Pp. xii + 660.

A textbook on the administration, organization, and management of secondary education. It contains many practical applications and constructive suggestions for administrators. Although developed primarily to meet the four-year high-school administrative needs, much of the material is directly applicable to junior high-school administration. (I, II, III, IV, VI, VII, VIII, IX)

23. *Education Code*. Sacramento, California: State of California. 1948. Pp. xvi + 824.

The official codification of laws relating to public education in California. (I, II, III, IX)

24. *Education Code Sections and State Board of Education Rules and Regulations for Secondary Schools*. Sacramento, California: California State Department of Education, Division of Secondary Education. 1946. Pp. 56. (Mimeographed)

A compilation of those sections of the California Education Code and the California Administrative Code Title V, Education that relate to secondary instruction and students. Indexed for easy reference. (I, II, III, IX)

25. *Education for All American Youth*. Washington: Educational Policies Commission of the National Education Association of the United States of America and the American Association of School Administrators. 1944. Pp. x + 422.

A most important educational document. It maintains that two alternative courses are ahead: either a Federalized system ultimately replacing local and state control, or adequate improvement, adaptation and extension of our present educational services by those now in authority. Recommending the latter, it presents detailed and comprehensive measures through which local leadership can be transformed and a program developed to meet our basic educational needs. (I, II, III, VI)

26. Edwards, Newton. *The Courts and the Public Schools: The Legal Basis of School Organization and Administration*. Chicago: The University of Chicago Press. 1940. Pp. xvi + 592.

A general treatise designed to clarify the fundamental principles underlying the relation of the state to education. It presents a systematic organization of the principles of law applying to school organization and administration. Cases are footnoted at the bottom of each page. Many are also included in the text. (VII, IX)

27. Engelhardt, Nickolaus L., and Engelhardt, Nickolaus L., Jr. *Planning the Community School*. New York: American Book Company. 1940. Pp. xx + 188.

Gives illustrations of school building construction which meet the needs for community services as well as for the regular school program. Ways are suggested for planning buildings adaptable to wide use and free from institutional characteristics. Pictures and scale drawings are included. (VIII)

28. Erickson, Clifford E., and Smith, Glenn E. *Organization and Administration of Guidance Services*. New York: McGraw-Hill Book Company. 1947. Pp. xii + 276.

Principles and functions of the guidance program are stated, followed by the development of a six-point program for guidance development and evaluation. Steps are suggested for schools of various sizes. Stresses co-operative action by administrators, counselors, teachers, and community. Numerous examples of successful practices are included. (III, V)

29. Evaluative Criteria, 1950 edition. Washington 6, D.C.: Co-operative Study of Secondary School Standards. 1950. Pp. 305.

Gives comprehensive checklists of statements to be used in evaluating the secondary-school program. Major sections relate to philosophy and objectives, educational program, school staff, school plant, school administration, and individual evaluation. The detail checklists of the major phases of the school program and curriculum are each preceded by a statement of guiding principles. (I, II, III, IV, V, VI, VII, VIII, X)

30. *The Expanding Role of Education*. Twenty-sixth Yearbook of the American Association of School Administrators. Washington 6, D.C.: the Association. 1948. Pp. 484.

Develops the thesis that education must reach more people: pre-school to older youth and adults, including the handicapped. The four areas considered are health and fitness, work experience, world citizenship, and multiple sensory aids to learning. Practical ways and means to fulfill the needs of each area are considered. (I, II, III, VI, VIII)

31. Fargo, Lucile F. *The Library in the School*. Chicago: American Library Association. 1947. Pp. xiv + 406.

A basic treatise on the secondary-school library. The library is considered as a communications center for assembling and routing to teachers and pupils all audio-visual and printed materials. Discusses functions and activities, personnel management, materials and equipment, and internal organization and administration. (VI)

32. Faunce, Roland C., and Bossing, Nelson L. *Developing the Core Curriculum*. New York: Prentice-Hall, Inc. 1951. Pp. viii + 311.

Presents the definition and underlying educational basis of the core curriculum and its implication within the community and the school.

33. Featherstone, William H. *A Functional Curriculum for Youth*. New York: American Book Co., 1950. Pp. xii + 276.

More than the usual amount of space given to the junior high-school. (II)

34. *General Education in a Free Society*. Report of the Harvard Committee with an introduction by James Bryant Conant. Cambridge, Massachusetts: Harvard University Press. 1945. Pp. xx + 268.

Presents the results of a two-year study by a committee of twelve faculty members and numerous experts and consultants. States the inadequacies of present secondary-school experience with particular emphasis on its effect upon college years. Another type of patterning for secondary education is presented which is quite at variance with that of the Educational Policies Commission in *Education for All American Youth*. This is a provocative report on the meaning and function of general education as a preparation for college or life. It deals with a basic problem of American democracy. (I, II, III, IV, VII)

35. Giles, Harry H. *Teacher-Pupil Planning*. New York: Harper and Brothers. 1941. Pp. xii + 396.

A very comprehensive discussion of teacher-pupil planning with numerous examples from actual school situations. Emphasizes teacher pre-planning, stimulation, guidance, time limits, etc. Good reference material for the administrator. (II, III)

36. Gruhn, William T., and Douglass, Harl R. *The Modern Junior High School*. New York: The Ronald Press Company. 1947. Pp. viii + 492.

Reviews the history, philosophy, and functions of the junior high-school, describes current practices, and suggests improved programs and procedures. An excellent and thorough presentation of the functions of the junior high-school. There is thorough treatment of the instructional program, guidance and extraclass activities, organization and administration, and evaluation and improvement. (I, II, III, IV, V, VI, VII, X, XI)

37. *Guidance Handbook for Secondary Schools*. Prepared by Division of Research and Guidance, with the assistance of the Divisions of Trade and Industrial Education, Secondary Education, Health and Physical Education, Audio-Visual Education, and Attendance and Child Welfare of the Los Angeles County Superintendent of Schools. Los Angeles: California Test Bureau. 1948. Pp. xxii + 244.

A handbook for teachers and counselors containing material on techniques for the administrative use of guidance data. Valuable to administrators. Emphasizes such techniques as standardized testing, observation, interview, questionnaire, and case study. (V)

38. Hamilton, Robert R., and Mort, Paul R. *The Law and Public Education*. Chicago: The Foundation Press, Inc. 1941. Pp. xxvi + 580.

Presents the basic principles of school law through a series of carefully edited cases relating to educational issues. The case method of presentation is very helpful in clarifying abstruse points of law. A "Table of Legal Topics Illustrated by Cases" and a "Table of Cases," with the principal cases in italics, make this book very useful. (IX)

39. *Handbook of Cumulative Records*. A report of the National Committee on Cumulative Records. Federal Security Agency, United States Office of Education. Bulletin No. 5, 1944. Washington 25, D. C.: Superintendent of Documents. Pp. 104.

A comprehensive summary of the types of items found on cumulative records. Basic principles are analyzed and specific uses recommended for elementary and high schools. Includes sections on school and parent relationships. (V)

40. *Health Interests of Children*. Denver: Board of Education. 1947. Pp. 122.

Reports and interprets the findings of a research committee on a survey of health interests and needs of children from the kindergarten through the twelfth grade. These findings are used to develop a twelve-year program in health education. Also an illustration of effective committee work. (II, VI)

41. Hollingshead, August de Belmont. *Elmtown's Youth*. New York: Wiley, 1949. Pp. 480.

A thorough-going analysis of the cultural impact on adolescents. (I, V)

42. Hopkins, L. Thomas. *Interaction: The Democratic Process*. Boston: D. C. Heath and Company. 1941. Pp. viii + 490.

A practical and useful description of the democratic process for improving the philosophy, curriculum, teaching methods, administration, and evaluation of the school. Gives many concrete suggestions for developing and releasing co-operative action. (II, VI)

43. Hurlock, Elizabeth B. *Adolescent Development*. New York: McGraw-Hill Book Company, 1949. Pp. 566.

A source book for teachers in schools and in colleges. The author has combed the literature for reports of research in the field of adolescent studies and has brought together the findings—a boon to those who have not the time or drive to read the original works. (I)

44. Johns, Ed. B. "The Essentials of a School and Community Health Program," *California Health*. Sacramento, California: State Department of Public Health. Volume 4, No. 23, June, 1947. Pp. 8 (as a separate pamphlet).

Makes the establishment of a group organization and the formulation of basic criteria the essentials of a school and community health program. Discusses school and community responsibilities in terms of these basic criteria. (VI)

45. Koos, Leonard V.; Hughes, James M.; Hutson, Percival W.; and Reavis, William C. *Administering the Secondary School*. New York: American Book Company. 1940. Pp. xiii + 678.

A comprehensive treatment of the problems of internal organization and management of high schools and junior high schools. Gives concrete suggestions and specific aids for both large and small schools. Theory and practice well balanced. (I, II, III, IV, V, VI, VII, VIII)

46. Landis, Paul Henry. *Adolescence and Youth; The Process of Maturing*. New York: McGraw-Hill, 1945. Pp. 470.

Presents the overall sociological interpretation of adolescence. (I, V)

47. *Learning the Ways of Democracy, A Case Book of Civic Education*. Washington 6, D.C.: Educational Policies Commission of the National Education Association of the United States of America and the American Association of School Administrators. 1940. Pp. viii + 486.

Reports outstanding practices observed in ninety high schools distributed widely, and presents the procedures used by each in the development of good American citizens. Offers a wealth of usable material for the various areas of citizenship, with suggestions and recommendations for further improvement in education for citizenship in a democracy. (I, II, III)

48. Leonard, John Paul. *Developing the Secondary-School Curriculum*. New York: Rinehart and Company, Inc. 1946. Pp. xxii + 560.

Traces significant curriculum changes in terms of social problems, reviews philosophical and psychological theories of education, and presents the practices which have developed from each. Considers both the subject-centered curriculum and the curriculum which cuts across existing subject-matter boundaries, giving suggestions and illustrations for reorganizing each.

49. *The Library in General Education*. Forty-second Yearbook of the National Society for the Study of Education, Part II, edited by Nelson B. Henry. Chicago: The National Society for the Study of Education. 1943. Pp. xiv + 384. Distributed by the Department of Education, University of Chicago.

A resource book for administrators on the use of public and school libraries at various educational levels. Discusses the functions, standards, techniques, facilities, and personnel needed for effective use of the library.

50. McKown, Harry C. *Extracurricular Activities*. New York: The Macmillan Company. 1939. Pp. xvi + 734.

A revised edition of the author's earlier book. It gives a thorough exposition of many phases of student activities. Procedures, points of emphasis, and methods of organization and supervision are stressed. Advocates the developments of extracurricular activities to meet local conditions. (III)

51. _____. *Home-room Guidance*. Second edition, New York: McGraw-Hill Book Company, Inc. 1946. Pp. xx + 522.

Gives a thorough analysis of guidance activities to be carried on through the home-room program. Different types of programs and procedures are presented, relating to many and varied problems of home-room guidance. Much of the material is very appropriate for junior high schools. (III, V)

52. Meek, Lois Hayden, and others. *The Personal-Social Development of Boys and Girls, with Implications for Secondary Education*. Champaign, Ill.: American Education Fellowship, 34 Main Street. 1940. Pp. viii + 244.

Discusses the personal-social development of youth during puberty and adolescence, presenting implications for the curriculum and for school activities. Emphasizes re-examination of the school program in the light of these needs. (II, III, IV, V)

53. Mort, Paul R. *Principles of School Administration, a Synthesis of Basic Concepts*. New York: McGraw-Hill Book Company, Inc. 1946. Pp. xiv + 388.

Shows the need for, and then develops a set of internally consistent principles covering the whole range of administration. In addition, problems are viewed from the operational level as to purpose, common sense, and empirical knowledge. Illustrates the use of educational dynamics to meet changing concepts and to modify administrative structure and procedure. (VII, X)

54. Mort, Paul R., and Reusser, Walter C. *Public School Finance*. New York: McGraw-Hill Book Company. 1941. Pp. xviii + 570.

The underlying principles of school finance are analyzed in the light of the evolution of American education. Gives many concrete illustrations of methods of dealing with operational units. Explains the principles and procedures which apply to budgeting, auditing, income, accounting, cost analysis, management of supplies, property, and indebtedness. (VII, IX)

55. Mursell, James L. *Developmental Teaching*. New York: McGraw-Hill Book Company, Inc., 1949. Pp. v + 374.

Shows the practical bearings of the psychological ideas of mental growth and development upon teaching procedures in the major curriculum areas. The author first presents the general concepts of growth and development, then brings these concepts to bear specifically upon teaching in the languages, mathematics, natural science, social studies, fine arts, and motor skills. There is a wealth of illustrative material drawn from actual teaching situations and practices. (II, IV)

56. Nyswander, Dorothy B. *Solving School Health Problems, the Astoria Demonstration Study*. New York: The Commonwealth Fund, 1942. Pp. xii + 378.

Presents the techniques for improving the school health examination and the relationships among the school nurse, physician, principal, teacher, and parent. Emphasizes the need for bringing the parent into the picture in health examinations. (VI)

57. Obersteuffer, Delbert. *School Health Education*. New York: Harper and Brothers, 1949. Pp. 405.

An overall presentation. (VI)

58. Pinter, Rudolf; Eisenson, John; and Stanton, Mildred. *The Psychology of the Physically Handicapped*. New York: F. S. Crofts and Company. 1941. Pp. viii + 392.

A quick review of research studies pertaining to handicaps. Contains chapters on personality, mental hygiene, the nervous system, plus psychological tests summarizing these areas. Major handicaps are analyzed in terms of their related psychological principles. (V, VI)

59. *Planning for American Youth: An Educational Program for Youth of Secondary-School Age*. Revised. Washington 6, D.C.: National Association of Secondary-School Principals, National Education Association. 1951. Pp. 64. (Paper cover)

Prepared by Dr. J. Paul Leonard to show ways in which *Education for All American Youth* (See Item 25) could be explicitly applied in both rural and urban areas. Diagrams and charts give forceful illustration of needs and ways to implement them. Covers the secondary-school curriculum from grades seven to twelve inclusive. This book is very valuable to all administrators. (I, II, III, IV, VI, X)

60. *Record Forms for Secondary Schools*. Washington 6, D. C.: National Association of Secondary School Principals. 1947. 12 pages. Free.

A reprint from the November, 1947, issue of the BULLETIN of the National Association of Secondary School Principals showing reductions and prices of the various record forms that are available through the National Association of Secondary School Principals.

61. Rogers, Carl R. *Counseling and Psychotherapy: Newer Concepts in Practice*. Boston: Houghton Mifflin Company. 1942. Pp. xiv + 450.

A well-integrated and reasoned account of the place and techniques of counseling and psychotherapy. Includes case reports and interviews, their analysis, and procedures applied in their correction. (V, VI)

62. Rufsvold, Margaret I. *Audio-Visual School Library Service; A Handbook for Librarians*. American Association, 1949. Pp. 116. (VI)

All that the title suggests.

63. *School Libraries for Today and Tomorrow: Functions and Standards*, Committee on Postwar Planning of the American Library Association. Chicago: American Library Association. 1945. Pp. 44. (Paper cover).

A succinct statement of school library functions and the standards of service needed to fulfill them. Discusses the purposes to be performed, and sets up standards for personnel, equipment, housing, administration, supervision, and extension. (VI, VIII)

64. Sears, Jesse Brundage. *Public School Administration*. New York: Ronald Press. 1947. Pp. xii + 434.

A general reference work on school administration, including organization, purposes, and activities of major professional organizations. Contains good background material on history, philosophy, sociology, and psychology. Topical bibliographies. (I, II, III, IV, V, VI, VII, IX, XI)

65. Smith, Bunnie Othanel, et al. *Fundamentals of Curriculum Development*. Yonkers-on-Hudson: World Book Company, 1950. Pp. 750.

A general presentation, with applications for the junior high school. (II)

66. Smith, Glenn E. *Principles and Practices of the Guidance Program*. New York: The Macmillan Company. 1951. Pp. xi + 379.

Deals with the *how*, the *why*, and the *what* of guidance services with specific references by chapter or page number to sources dealing with the tools and techniques related to aspects of the guidance program.

67. Smith, Maurice M.; Standley, L. L.; and Hughes, Cecil L. *Junior High-School Education, Its Principles and Procedures*. New York: McGraw-Hill Book Company, Inc., 1942. Pp. xiv + 470.

Emphasizes junior high-school education rather than the junior high school as a separately administered unit. Gives consideration to mental, physical, social, and emotional characteristics of junior high-school pupils and the environmental factors affecting them. Emphasizes the nature of the school environment in relation to adjustment to pupil needs. Has a good chapter on library and audio-visual services. (I, II, III, VI, XI)

68. Strang, Ruth M. *The Role of the Teacher in Personnel Work*. Revised and enlarged edition. New York: Columbia University, Teachers College, 1946. Pp. xii + 497.

Gives many concrete illustrations of how to do more effective pupil-personnel work. Outlines programs showing the teacher's place and role in guidance in the classroom, home room, and extraclass activities, and with parents and the community. Suggests ways to improve methods and techniques. (IV, V)

69. Stratemeyer, Florence. B.; Forkner, Hamden L.; McKim, Margaret G., and others. *Developing a Curriculum for Modern Living*. New York: Teachers College, Columbia University. 1947. Pp. xiv + 558.

Analyzes major curriculum issues and develops the curriculum in terms of the nature of society and needs of youth. Charts show typical curriculum experiences needed at the various educational levels. Gives practical illustrations of ways pupils, teachers, and community can work together. (I, II, IV, VI)

70. *Toward a New Curriculum*. 1944 Yearbook of the Department of Supervision and Curriculum Development, National Education Association. Washington 6, D.C.: Published by the Association. 1944. Pp. 192.

A compilation of articles by leading educators on the dynamic aspects of curriculum development. The need for new kinds of educational experiences is presented together with numerous illustrations of practices found effective in outstanding schools. A section is devoted to the discussion of the sociological and psychological issues underlying the proposed extension of the educational program. (I, II, III)

71. Traxler, Arthur E. *Techniques of Guidance: Tests, Records, and Counseling in a Guidance Program*. New York: Harper and Brothers. 1945. Pp. xiv + 394.

Presents an analysis of the many diverse phases of a guidance program, with techniques and procedures applicable to them. Explains methods of

gathering relevant material, and methods of organizing it to show status at any given time and growth over a period of years. Illustrates the use of data in the distribution and adjustment of individuals. (V, VI)

72. Walraven, Margaret Kessler, and Hall-Quest, Alfred L. *Teaching Through the Elementary School Library*. New York: H. L. Wilson Company, 1948. Pp. 183.

School administrators will find this book helpful as a specific aid to help teachers teach with books and varied materials, and to guide pupils in a satisfying use of the library and its collections. A chapter about educational films, slides, and recordings is included. (VI)

73. Wiles, Kimball. *Supervision for Better Schools; The Role of the Official Leader in Program Development*. New York: Prentice-Hall, Inc., 1950. Pp. 330.

This volume covers the area of supervision in a direct and problem-solving fashion. Some 13 chapters are captioned by such titles as "What Is the Function of a Supervisor?" "Where Does Leadership Begin?" "How Can Staff Morale be Built?" "How Can Leadership in the Group Be Developed?" (IV)

74. Williams, Jesse Feiring, and Abernathy, Ruth. *Health Education in Schools*. New York: Ronald Press Company, 1949. Pp. 316.

Discusses environment for both physical and mental health. Considers the relation between health and the varying forces of discipline, the special health problems of children at different ages, and the possibilities of aid from health agencies outside the school. (VI)

75. Wrinkle, William L. *Improving Marking and Reporting Practices in Elementary and Secondary Schools*. New York: Rinehart and Company, Inc., 1947. Pp. 120.

The author found that the problem of improving marking and reporting practices was first one of formulating the goals of education; second, determining the realization of the goals; and finally, making the proper reports.

The basic concept of goals of education is that learning is what the school or community causes the pupil to do rather than specifying what is to be known. (V)

PERIODICALS

The American School Board Journal. Founded 1891. William George Bruce, editor. Published monthly by the Bruce Publishing Company, Milwaukee, Wisconsin. Two volumes annually.

Advertising and professional content. Material of value to administrators in both fields. Many articles on instruction and supervision, as well as administration and management. \$3.00 per year.

The Bulletin of the National Association of Secondary-School Principals. Founded 1916. Published monthly October through May by the Association, Paul E. Elicker, Secretary, Washington 6, D.C.

Covers a wide range of topics concerned with secondary education in its many phases. Major emphasis is upon administration and instruction. Includes news notes and a book column in each issue. Entire issues are sometimes devoted to the consideration of a major topic under the chairmanship of an outstanding educator. Contents are listed in the *Education Index*. \$5.00 per year.

California Journal of Secondary Education. Founded 1925 as *Quarterly Journal of Secondary Education*. Since October 1934, published monthly, September to May, by the California Society of Secondary Education, San Francisco, California.

The major part of individual issues frequently devoted to symposiums covering problems of teaching and allied problems of a particular school level or subject-matter field. For issues largely devoted to the junior high school, see those of December 1941 and March 1945. Included are short articles of timely educational interest, book reviews, and sketches of practices or procedures in selected California schools. Included in membership fee of the California Society of Secondary Education. \$3.00 per year to those who are not members of the Society.

California Schools. Founded 1930. Ivan R. Waterman, editor. Published monthly by the California State Department of Education, Sacramento.

Official publication of the Department. Included are official announcements, interpretations of school law, notices of new publications, statistical studies of California schools. Distributed free to California school administrators and supervisors.

The Clearing House. Founded 1925. Formerly *Junior Senior High School Clearing House*. Title changed in 1936. Forest E. Long, editor. Published monthly, September through May, by the Inor Publishing Company, Inc., New York.

Seeks and publishes articles by administrators and teachers, reporting upon improvements, experiments, and successes as achieved in their schools. A wide range of subject matter. Includes editorials, school news digests, and book reviews. \$4.00 per year.

The Education Digest. Founded November 1935. Lawrence W. Pranken, editor. Published monthly, September through May, by the Education Digest, Ann Arbor, Michigan.

A digest of leading educational articles from other publications. Very practical for busy administrators. Contents are listed in the *Education Index*. \$3.00 per year.

Educational Administration and Supervision, including Teacher Training. Founded 1922. H. E. Buchholz, editor. Published monthly, October to May, by Warwick and York, Publishers, Baltimore, Maryland.

Well-written articles on administration, supervision, improvement of instruction, and teacher training. Included are book reviews, new publications,

and a section devoted to comments by three or four outstanding educators. \$4.50 per year.

Educational Research Service Circular. Founded 1927. Published by the American Association of School Administrators and the Research Division of the National Education Association, Washington, D.C.

A series of circulars devoted to specific educational problems and covering the national picture. Part of a total service received by subscribers to Educational Research Service. \$35.00 per year for the service, 25¢ to \$1.00 per Circular.

Journal of Educational Research. Founded 1920. A. S. Barr, editor. Published monthly, September through May, by Dembar Publications, Inc., Madison, Wisconsin.

Reports of research studies in education. Each report gives the problem, procedures used, major findings, and a summary or conclusion. \$4.00 per year.

The Journal of Educational Sociology. Founded 1926. E. George Payne, Editor-in-Chief. Published monthly September to May, by The Payne Educational Sociology Foundation, Inc., 157 West Thirtieth Street, New York 11, N. Y.

As the title indicates, the contents are devoted to discussions and reports of research in the field of educational sociology. \$3.00 per year.

The Journal of the National Education Association. Founded 1921. Joy Elmer Morgan, editor. Published monthly, September through May, by the National Education Association, Washington 6, D.C.

Valuable for news of Association activities. Includes many articles dealing with a wide variety of educational topics. Good illustrations. \$5.00 membership in the National Education Association.

The Nation's Schools. Founded 1928. Arthur B. Moehlman, editor. Published monthly by the Nation's Schools Publishing Company, Inc., Chicago, Illinois.

Wide range of topics treated, long and short, with considerable practical interest. A valuable section on school architecture. Several special features, including a news feature and book announcements. \$3.00 per year.

Progressive Education. Founded 1921. Archibald W. Anderson and B. Othanel Smith, editors. Published monthly from October through May (excepting December), by the American Education Fellowship, 34 Main Street, Champaign, Illinois.

Wide range of articles, reports of research, editorials. \$4.25 per year.

Research Bulletin of the National Education Association. Founded January, 1923. Published four (formerly five) times each year (February, April, October, December) by the National Education Association, Washington, D. C.

Each bulletin devoted to one topic of major interest in American education. Largely statistical in nature. \$2.00 per year, or received in connection with the \$10.00 membership fee of the Association.

Review of Educational Research. Founded 1931. Published five times yearly by the American Educational Research Association, Frank W. Hubbard, Secretary-Treasurer, and Director of the Research Division of the National Education Association, Washington 6, D. C.

Reviews research studies in education. Each issue is devoted to one topic from a relatively fixed list of fifteen topics. Each issue is a comprehensive survey of major research in one area during a three-year period. \$5.00 per year.

School and Society. Founded 1915, I. L. Kandel, editor. Published weekly for the Society for the Advancement of Education, Inc., by the Science Press, Lancaster, Pennsylvania.

Excellent for news, research reports, and scholarly papers on live educational issues. \$7.00 per year.

The School Executive. Founded 1935. Walter D. Cocking, chairman, board of directors. Published monthly by the American School Publishing Corporation, Orange, Connecticut.

Emphasizes practical problems. Includes some research articles plus others of general educational interest. The advertising pages and the material on school equipment are valuable. Contains news and book reviews. \$2.00 per year.

Appendix

This appendix includes selected record forms designed to aid good guidance practices. Part A is a reproduction in part of California Cumulative Personnel Record Folder, Forms A and C; B contains headings of a class rollbook; and C is the schedule of activities of Lafayette Center in Los Angeles.

Part D is an acknowledgment to the many persons, especially principals of junior high schools throughout California, who have provided suggestions, supplied materials, made criticism, and otherwise helped with the development of this handbook.

A. CUMULATIVE RECORD FORMS
California Cumulative Personnel Record Folder, Form A, Inside Pages
 (Distributed by the California Association of Secondary School Administrators,
 728 Cherry Avenue, Long Beach 13, California)

1. LAST NAME FIRST MIDDLE		2. SEX		3. RACE		4. DATE BORN		5. DATE OF BIRTH		6. DATE OF DEATH		7. J. M. H. S.		8. J. M. H. S.		9. J. M. H. S.		10. J. M. H. S.	
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14. OTHER TESTS

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C. SCHEDULE OF ACTIVITIES OF LAFAYETTE CENTER

Director
Youth Council Officers

Jimmy Backstrom, President
Esterlene Knighton, Vice President

Audrey Leong, Secretary
Charles Hill, Treasurer

	Club	Sponsor	President	Place	Time
MONDAY	Boys Beginning Swimming	Merrill	Stroggins	Y. M. C. A.	3:00 P. M.
	Charm School	Criner & Staff	Leonetti	Room 19	7:00 P. M.
	Clanton Midgets	Avila	Tovar	Room 37	3:30 P. M.
	Community Singing	Burwell & Smith	Jennings	Auditorium	7:45 P. M.
	Girls Athletic	Sands	James	Gym	3:00 P. M.
	Gymnasts	Palas	McDonald	Gym	3:00 P. M.
	Jivers	Vacio	Ortega	Gym	3:00 P. M.
	Jr. Hi. Y. Trojans	Donaldson	Blacklock	Henderson Center	4:00 P. M.
	Las Traicioneras	Duran	Solorzano	Room 18	3:00 P. M.
	Playground	Jones	Wilson	Playground	3:00 to 10:00 P. M.
	Real Gone Girls	Rutledge	Williams	Room 19	3:00 P. M.
	S. O. S.	Bushgens	Villeral	Room 127	3:00 P. M.
	Swing Band	McDavid	Figueras	Room 200	3:30 P. M.
	Thimble and Thread	Montier	Williams	Room 213	3:00 P. M.
	Youth Chorus	Burwell	Penna	Room 211	3:00 P. M.
TUESDAY	All Nations Challengers	Ayres	Wilson	Lafayette House	3:00 P. M.
	Calteen	Cartier	Hozaki	Room 18	3:00 P. M.
	Canteen	Lejeune & Hurry	Jackson	Lafayette House	3:00 P. M.
	Jr. Hi. Y. Champion Chancellors	McKeynolds & Staff	Hamilton	Girls Gym	6:30 to 9:30 P. M.
	Jr. Hi. Y. Ramblers	Donaldson	Backstrom	Girls Gym	3:00 P. M.
	Nosey Newsers	Donaldson	Buchanan	Playground	4:00 P. M.
	Playground	Redd	Elster	Room 210	3:00 P. M.
	Robots	Jones	Chism	Playground	3:00 to 10:00 P. M.
	Toy Loan	Cartier		Playground	3:00 P. M.
		Pope		Room 35	3:00 P. M.

1909 Sports
Campfire Girls
Ceramics

Cook
Galloway

Davis
Grays

Gym
Room 209

7:00 P. M.
3:00 P. M.

WEDNESDAY-	1669 Scouts.....	Cook Galloway Krimston Merrill & Leitner Bushgens Leitner Parks Slater Donaldson Webster Jones Redd	Davis Williams Cooksey Rodriguez Cooksey Berry Wilson Rodriguez Proby	Gym Room 209 Room 117 Y. M. C. A. Room 127 Y. M. C. A. Room 18 Room 19 Playground Room 109 Playground Center Office	7:00 P. M. 3:00 P. M. 3:00 P. M. 3:30 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 to 10:00 P. M. 3:00 P. M.
	All Stars.....	Merrill Webster Moon & Staff Rutledge Rothman Pope Vacio Leitner Donaldson Dumas Donaldson Gamewell Vincent Jones Stern	Tapscott Brown Jackson Echols Payne Tolentino Clark Perez-Foreman Aceves Garza Buchanan Enoff Araujo	Playground Room 109 Gym Room 206 Room 19 Room 127 Gym Playground Room 207 Room 14 Room 210 Lafayette House Playground Room 111	3:00 P. M. 3:00 P. M. 7:00 to 9:30 P. M. 6:30 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 & 4:00 P. M. 3:00 P. M. 6:00 P. M. 3:00 P. M. 7:45 P. M. 3:00 to 10:00 P. M. 3:00 P. M.
THURSDAY--	Chinese Challengers.....	Moon Thompson & Alexander Jones Jones Donaldson Carter Turlo Kwock Sands Jones Stern Anderson Bland	Lim Ware Wagner Flores Nelson Backstrom Katayama Munoz Ryan Hemphill	Room 14 Lafayette House Playground Playground Rm. 19 semi-monthly Lafayette House Girls Gym Playground Room 111 Room 115 Playground	3:00 P. M. 10:30 A. M. 4:00 P. M. 7:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 to 10:00 P. M. 3:00 P. M. 3:00 P. M. 3:00 P. M.
	Euodia.....				
FRIDAY-----	Flying Eagles.....				
	Gaela.....				
FRIDAY-----	Jr. Hi. Y. Chancellors.....				
	Lafayette Center Youth Council.....				
FRIDAY-----	Lotus.....				
	Lucky Clovers.....				
FRIDAY-----	Playground.....				
	Radio.....				
FRIDAY-----	Stamp.....				
	Tennis.....				

C. SCHEDULE OF ACTIVITIES OF LAFAYETTE CENTER (Continued)

SATURDAY	Jr. Hi. Y Barons.....	Donaldson	Jackson	Y. M. C. A.	11:00 A. M.
	Jr. Hi. Y Coeds.....	Donaldson	Clevy	Y. M. C. A.	7:00 P. M.
	Jr. Hi. Y Flying Eagles.....	Lacefield	Sally	Playground	3:30 P. M.
	King Cobra Midgets.....	Jones	Turnblow	Playground	10:00 A. M.
	Lafayette Excursions.....	Jones & Lacefield	-----	Playground	9:30 A. M.
SUNDAY	Story Hour.....	Redd	Berry	Toy Loan	10:00 P. M.
	Toy Loan.....	Pope	Chiam	Room 35	11:00 A. M.
	Lafayette Excursions.....	Lacefield	-----	Playground	2:00 P. M.
SUNDAY	Playground.....	Lacefield	-----	Playground	12-6 P. M.

D. ACKNOWLEDGMENTS

The committee which prepared this handbook is appreciative of the encouragement and counsel provided by the following officials of the California State Department of Education: Dr. Ralph R. Fields,¹ Associate Superintendent of Public Instruction and Chief of the Division of Instruction; Frank B. Lindsay, Assistant Division Chief, Secondary Education; and M. E. Mushlitz, Consultant in Secondary Education. The committee is especially appreciative of the editorial assistance and helpful guidance provided by Dr. Ivan R. Waterman, Chief of the Bureau of Textbooks and Publications.

Junior high-school principals and other educators from all parts of California provided materials, made suggestions, participated in discussions, and in other ways helped the committee develop this handbook. It is not possible to particularize each of their contributions, but all were very real. Some were so small or incidental or made so long ago that their authors may be surprised to discover their names herein. Others were so large that it is regretted that some more special recognition cannot be given. To all, the committee is grateful. Among these who gave such aid are the following educators.

- R. B. ABBOTT, *Principal*, Woodrow Wilson Junior High School, Oakland
J. D. ANDES, *Principal*, Longfellow Junior High School, Richmond
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VIRGIL BOZARTH, *Principal*, Martinez Junior High School, Martinez
RAYMOND C. BROCK, *Principal*, Alessandro Junior High School, San Bernardino
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BEN WETZEL, *Principal*, Stevenson Junior High School, Los Angeles
KEITH WOOD, *Principal*, Eastmont Junior High School, Montebello
FLAUD C. WOOTON, *Associate Professor of Education*, University of California, Los Angeles

Book Column

Professional Books

ALBERTY, HAROLD, *et al.* *Let's Look at the Attacks on the Schools.* Columbus: The Ohio State University Press, Journalism Bldg. 1951. 147 pp. Mimeo. \$1.50. Paper cover. This is a report of a workshop group in secondary education at the Ohio State University of which Dr. Alberty was leader. It is the result of an inquiry made by the group into the current attacks on the public school which seem to be growing in intensity. The thirteen chapters were prepared by different subject groups or individuals. This report should help educators and laymen to understand and evaluate the charges being made against public schools to the end that improvements may be made in light of valid criticisms, and that schools may better defend themselves against unfair and malicious attacks. Other publications on secondary education available from the University are: *The Core Curriculum in the High School* (A digest of books and articles) 1938-1948, 92 pp. \$1.00; *Supervision in the High School* (A digest of articles) 1940-1950, 141 pp. \$1.50; *Preparing Core Teachers for the Secondary Schools*, 1949, 46 pp. 65¢; *How to Develop a Core Program in the High School*, 1949, 56 pp. 75¢; and *Removing the Blocks to Curriculum Improvement in the Secondary School*, 1951, 62 pp. 65¢.

Education at Mid-Century. Philadelphia, Pa.: Schoolmen's Week, University of Pennsylvania, 1951. 365 pp. \$1.00, paper cover. This is the proceedings of the thirty-eighth annual Schoolmen's Week held at the University of Pennsylvania for the primary purpose of improving education. As such, it provides a forum to deal with important educational issues and problems. This current issue contains the lectures and discussion for Schoolmen's Week, 1951. This material is organized into nine parts: Administration, Elementary Education, Guidance, Nursing Education, Science, Secondary Education, Trade and Industrial Education, and Teachers and Schools.

FARNHAM, M. F. *The Adolescent.* New York: Harper and Bros. 1951. 253 pp. \$3.00. What makes the teen-ager tick? What pressures are at work, both within and without, to produce that bewildering, charming, disturbing, changing young person—so full of contradictions, excesses and sudden reserves—called the adolescent? Above all, what can a mere parent do to guide his child's development during these difficult chaotic years? How can he strengthen him and help him achieve a happy maturity? Ignoring the accepted shibboleths, and drawing on her own considerable experience both as a parent and as a highly successful psychiatrist whose practice is concerned largely with young people, the author explains with sympathy and humor the inner workings of the adolescent. Here he is in various phases: physical, emotional, intellectual, social, and sexual; this is how he behaves—and why—in relation to himself, his family, his friends, and the world in which he lives.

de FORD, M. A. *Who Was When?* New York: H. W. Wilson Co. 1950. unpagged. Essentially this is the *Who Was When?* of ten years ago brought up to the

end of 1949. Its primary object is to assist the reader to ascertain who were the contemporaries of any celebrated person from 500 B. C. to 1949 A. D. All the names in the text are indexed in one alphabet at the end of the book, where the dates of birth and death are given. Between these dates in the text will be found the birth and death dates of men and women in the same or in any other field of activity who lived at the same time. The book thus will answer all such questions as: "Who was writing music or painting pictures when Shakespeare was alive?" "Could Newton have influenced Descartes?" "Who was the king of England when Columbus discovered America?" Another way in which the book can be used is to gain a general picture of the cultural, political, or religious life of the civilized world at any given era, from a year to a century or more. In this connection, it is interesting to observe how the main interests of men change from period to period. No attempt has been made to give the names of all the rulers of every European country, or of all the popes; only those best known are included, except that all kings and ruling queens of England and all presidents of the United States (who died before 1949) are listed.

KELLEY, EARL C. *The Workshop Way of Learning*. New York: Harper and Bros. 1951. 169 pp. \$2.75. The author challenged many traditional methods of education in his previous book *Education For What is Real*. In this book, he presents an interesting and also challenging account of an unusual experiment conducted over the past ten years in Wayne University, Detroit. He has been director of the Wayne University Workshop for over a decade. He describes how the workshop functions, what it is trying to do, and how well it has succeeded. His report will be of prime importance not only to teachers of education at every school level, but also to all in other fields who are interested in how people in groups learn and what motivates them to grow.

PUNKE, H. H. *Community Uses of Public School Facilities*. New York 27: King's Crown Press, 2960 Broadway. 1951. 247 pp. \$3.75. Effective administration of public school facilities, in situations which press for the wider use, demands an understanding of common law principles which are not covered by specific statutes but which emerge from court rulings. This volume presents statements of such principles. An effort is made to state the principles in clear, nontechnical language, to show their application to practical administrative situations, and to point out their implications for the social structure of communities of the types concerned. The volume should be especially useful for school superintendents and board members, recreation directors, sociologists, and public welfare workers, as well as persons interested in community organization and public administration generally.

ULICH, ROBERT. *Crisis and Hope in American Education*. Boston 8: Beacon Press. 1951. 249 pp. \$3.75. This book is an attempt at evaluating the educational system of the United States from the schools for the young up to the universities and the various forms of adult education. But it is not confined to the evaluation of intellectual achievement. Rather it tries to arrive at some judgment as to whether our schools help people acquire the degree of maturity necessary for participation in the work of a nation which is called upon to assume world responsibilities.

Books for Pupil and Teacher Use

- ANGELO, EMIDIO, and WILSON, R. H. *Just Be Patient*. Philadelphia 7: John C. Winston Co. 1951. Unpaged. \$1.00. A group of cartoons for the sick person's amusement. The authors state: "A smile is better for a patient than a dozen pills and a good laugh is the best medicine in the world."
- BAKER, CHARLOTTE. *Kinnery Camp*. New York 17: David McKay Co., Inc. 1951. 215 pp. \$2.50. This is a story of a logging camp in the big pine timber of Southern Oregon some thirty-five years ago. Kinnery Camp was owned and operated by Uncle Boss Kinnery who said it was no place for kids. His brother's widow and her two boys, Jeff and Joe, did not agree. Jeff and Joe found many friends there. Many of the incidents in the story were told to the author by her husband, who experienced them in his boyhood. Years of residence in Oregon gave the author the opportunity to become acquainted with the setting of the story. Logging methods have changed since the days of Kinnery Camp, but the big trees and the big snows of Southern Oregon have not. In that section her husband was able to point out the stumps of the very trees he had cut as a boy. "They are the levellest ones!" he said.
- BEIM, LORRAINE. *Carol's Side of the Street*. New York 17: Harcourt, Brace and Co. 1951. 213 pp. \$2.50. Carol had lived all her life in an apartment, so that the idea of moving into a real house where she would have her own room was most exciting. The house was an old one, with a lot of work to be done on it before it would be livable, and Carol followed its progress eagerly, step by step. Her friends were almost as excited as she was, and when they discovered an old playhouse hidden in a mass of overgrown bushes and vines, they decided at once to start a club. All Carol's anticipation vanished the day Pam, a girl who lived across the street from the new house, made it clear that people who went to the synagogue instead of to church were not welcome in the neighborhood. Slowly, however, Carol began to understand that prejudice often comes from not knowing enough about people, and in the end—through the club activities—she and Pam grew to respect and like each other.
- BOTHWELL, JEAN. *Sword of a Warrior*. New York 17: Harcourt, Brace and Co. 1951. 228 pp. \$2.50. Life as an apprentice to Chanda Lal, a well-known silversmith in Lucknow, was very different from anything Jai had known in the small village of Northern India where he had always lived. Not only was he slowly learning the work of a silversmith, but he was also kept busy as friend and companion to young Moti, the only grandson in the Lal family. But despite his new-found interests in the large and intricate Lal household, there were many things which puzzled Jai. Why had the village priest taken him to live at the temple after his mother's death, encouraged his gift for drawing, and then arranged for this apprenticeship? Why had the village headman been so eager for Jai to leave the village where he had lived all his life? Why, when a thief broke into the silversmith's home, was Jai's battered old trunk the only thing he touched?
- BREAN, HERBERT. *How to Stop Smoking*. New York 17: The Vanguard Press. 1951. 96 pp. \$1.50. Using a new psychological approach to the old, old problem of smoking, the author carefully guides the smoker to freedom from "the habit." Furthermore, this book is backed by an ironclad money-

back guarantee. If it doesn't enable the smoker to stop smoking, he can take it back to the store where he bought it, and his money will be cheerfully refunded—with no questions asked.

BROWN, FRANCIS. *Raymond of the Times*. New York 3: W. W. Norton and Co. 1951. 345 pp. \$5.00. Here is the first full-dress biography of Henry Jarvis Raymond, a founder of *The New York Times* and its first great editor. A politician too, he was the friend of Lincoln and manager of his 1864 campaign for re-election. President Andrew Johnson was likewise his friend, and Raymond wrecked his own political career by supporting Johnson's sane and moderate policies for reconstruction of the conquered and war-prostrated South. In the pages of this book is a gallery of mid-century American greats. The book is the story of a great newspaper and of New York journalism in an age of great editors. It is the story also of parties and politics, of battles and leaders. It is more. In its pages the reader dodges between the carts and carriages on crowded Broadway, dines at the famed Astor House, watches the Civil War draft riots, drives behind a fast span in the new Central Park or attends the fashionable races at Jerome Park in the Bronx. In telling the life of Henry Raymond, the flavor and color of an era have been recaptured and recreated.

BROWNING, D. C. *Everyman's Dictionary of Quotations and Proverbs*. New York 4: E. P. Dutton and Co. 1951. 776 pp. \$3.75. This dictionary has over 10,000 quotations and proverbs. The wide and balanced scope and usefulness of the volume may be judged by the thousand authors represented. The arrangement of authors is alphabetical, in a single list including foreign authors, and each author's quotations are arranged as far as possible chronologically. In most dictionaries of quotations particulars about the authors are limited to the years of birth and death; in the present volume the nationality and calling of each author are given, and the day and month, as well as year, of birth and death.

BUCK, P. S. *God's Men*. New York: The John Day Co. 1951. 375 pp. \$3.50. This is a massive novel, in length, breadth, and depth. It sweeps from China to America to England, and, in a half-century of colorful action, it ranges from the Boxer Rebellion of 1900 to the critical struggles of 1950. The author brings warmth of feeling and the light of understanding to many and varied characters, including Franklin D. Roosevelt, Sun Yat-sen, and Chiang Kai-shek. Two American boys are born in missionary families in the ancient city of Peking. Both driven by inherited consciences, both shaped by childhood in China, they work out opposite destinies. Each has his romance and the wife he deserves, with whom to enjoy life after his own fashion. The one becomes powerful, for power is what he craves, being a man who doubts himself. The other pursues a simple idea which makes him rich in spite of himself, and which he dreams of spreading to the whole world. Each goes back to China at the time that seems to him crucial. They are never able to understand one another and inevitably they come to clash. At the end of the story, we ask which is the victor, and answer according to our own views of man's purpose.

CHRISTENSEN, C. M. *The Molds and Man*. Minneapolis, 14: University of Minnesota. 1951. 252 pp. \$4.00. This book opens the door to a fascinating but little-known field of science, one that is more important in their daily lives than most people realize. The basic facts about fungi are told.

How fungi live and reproduce and how they affect other plants and animals are revealed in a blend of factual information and lively humor. The fungi are among the chief causes of disease in plants, and only recently has it been recognized that the fungi cause a great variety of diseases in animals, including humans. Many kinds of manufactured products also are subject to attack by fungi. On the other hand, certain fungi, such as those grown commercially for the production of drugs, organic acids, and enzymes, used in the processing of various foods, are beneficial to man.

CLEVELAND, R. M. and WILLIAMSON, S. T. *The Road Is Yours*. New York 13: The Greystone Press. 1951. 304 pp. \$3.75. Here is a complete chronicle of the automobile—how it got that way, and how and why we of today live and move about the way we do as a result of it. In these pages, highlighted by scores of fascinating photographs and sparked by lusty humor, you will read about the early "ear-shatterers," the "spine-shakers," the "wrist-snappers," and the "three-wheelers" which were advertised to strike fewer rocks and fewer dogs. You'll follow the transformation of these early cars into the comfortable, easy-to-handle living-rooms-on-wheels models of today, and preview trends for the future. You'll watch the progress of the modern car with the development of engines, tires, ignitions, mass production, design, standardization of materials and parts, roads, service stations, and automobile clubs. Equally important, you'll watch the evolution of the motorist.

COMMAGER, H. S. and WARD, LYND. *America's Robert E. Lee*. Boston: Houghton, Mifflin Co. 1951. 112 pp. \$3.00. In this volume the author tells the story of one of America's best loved men—Robert E. Lee. It is a portrait of the man himself, his family life, his career and his campaigns. The author paints Lee with energy and compassion and shows battle scenes that figure prominently in this great Virginian's story.

COOPER, GORDON. *Treasure-Trove, Pirates' Gold*. New York 16: Wilfred Funk, Inc. 1951. 188 pp. \$3.00. In this book you will read about the major unclaimed treasures all over the globe—mines, sunken ships, pirate hoards, wealth of the Incas, of the Aztecs, of Ur and Angkor, of Ghenghis Khan, the Elizabethan pirates, Lassater's gold reef in Australia, Rukes-Chandler's lost city in the African jungle, treasures along the caravan routes... Persia... Europe... the Atlantic Coast.... You may never be part of a treasure-hunting expedition, yourself; but you can start off now to indulge in one of the liveliest and most persuasive fancies in all your experience—with this book as your guide. The author tells of the authentic treasures still to be found and gives the story that goes with each one until you want to heave up the anchor and be off, a cutlass in your teeth and a pistol in your belt.

CUMMINGS, PARKE. *I'm Telling You Kids for the Last Time*. New York 21: Henry Schuman. 1951. 172 pp. \$2.75. In 26 chapters on the feeding, clothing, entertaining, bringing up, transporting, educating, and bedding down of children, the author deals with their foibles and fancies, their foolishness and funniness. He also manages to provide some hilarious and helpful hints on how to bed them, educate them, transport them, bring them up, entertain them, clothe them, and feed them. The author kids you, too, if you take your work seriously as a conscientious modern parent. For while the author likes to poke fun at children's foibles, he

thinks they have fewer than adults do. And although this book hints broadly that being a parent can be befuddling and bewildering, it is clear that the author believes fondly that it takes children to make a family.

DAVIES, SHEILA. *The Young Marchesa*. New York: Dodd, Mead and Co. 1951. 278 pp. \$2.75. When Francesca, the young Marchesa, returned to her native Malta to take over her rightful heritage, she had to sail there secretly at night because the French had seized part of the Island. Francesca had expected to meet these foreign enemies, but to find treachery and opposition within her own family was a startling and dangerous development.

DOUGLAS, J. S. *The Secret of the Undersea Bell*. New York: Dodd, Mead and Co. 1951. 242 pp. \$2.50. When Ronnie Nordhoff is left the sole support of a younger brother and sister, he becomes an abalone diver. Through his alert eyes we view not only a little-known California industry, but also the strange and beautiful undersea world where deep-sea divers, in harvesting shellfish, face the danger of attack by killer-whales, octopuses, and sea lions; face also pressure "squeezes" in the depths; severed air hoses and life lines; or storms along a coast providing scant shelter for their small boats.

DUCKETT, E. S. *Alcuin, Friend of Charlemagne: His World and His Work*. New York: The Macmillan Co. 1951. 349 pp. \$5.00. This book is the first biography in English to be published since 1904 of Alcuin of York, Head of the Palace School of Charlemagne, Abbot of the Monastery and School of Tours, thus making an important contribution to our knowledge of life in England and on the continent in the eighth century. It has been said: "From 782 till Alcuin's death in 804, there is hardly a diplomatic act of the great King Charlemagne, hardly a controversy in the Church, hardly a project of social reorganization, and no plan of educational reform in what was to become the Holy Roman Empire, on which the English scholar Alcuin did not leave the impress of his personality." In the author's research, she has made use of some three hundred of Alcuin's remaining letters, written in Latin and inaccessible in any complete translation into English. Her description of the period during which he lived and her reconstruction, not only of Alcuin's character and influential activities, but also of many other powerful and intellectual figures of that age, is most interestingly portrayed. References and a bibliography are included.

ELLIS, A. M. *Elizabeth The Woman*. New York 10: E. P. Dutton and Co. 1951. 319 pp. \$3.50. Here is a novel crowded with authentic detail—a novel filled with the fascination of a great woman who loved passionately. The story opens at Whitehall where Elizabeth and her brother Edward and Mary are awaiting their father's arrival with his new Queen, Catherine Parry. Elizabeth is only eleven but precocious and knowing beyond her years. When she confronts the King in the great banqueting hall and asks him "Is Mary a bastard, or am I?" everyone fears for her life; Henry in a rage that almost destroys her, throws a tankard at her head. Next we see Elizabeth in her early teens, tenderly in love with her page, Barnaby, and stealthily meeting him at night at the river's edge. Already she has learned to walk the sharp edge of caution and

diplomacy that is to carry her through the many intrigues of her life. Her father is dead and little Edward is now King and the Lord Protector's brother, Tom Seymour, has taken to coming into Elizabeth's bedroom and touseling her. He too is angling for a kingdom. Finally, through the intrigues of her enemies at court, Elizabeth is sent to the Tower. Here she meets Robert Dudley, the great love of her life—the man whom she longed to marry but whom she feared would rule her as well as the Kingdom. When Elizabeth ascends the throne, a beautiful and brilliant woman of twenty-four, her Master of Horse, Robert Dudley, finds his fortunes on the ascendance. He becomes her trusted adviser and her beloved "Robin"; soon he is spending a thousand pounds a day to entertain Elizabeth. All these dramatic scenes and conflicting ambitions are revealed in this novel of the lusty men who strove to win the love of that red-headed Queen—and a Kingdom.

- FALKNER, J. M. *Moonfleet*. New York: Little, Brown and Co. 1951. 247 pp. \$3.00. This book, first published in England at the end of the nineteenth century, is an adventure story of smuggling, hidden treasures, and of the curse of the Black Mohumes. It takes place in the 1750's and 60's along the south coast of England. Its main characters are: Magistrate Maskew of Moonfleet Manor, a harsh taskmaster, and John Trenchard, an orphan, and Elzevir Block, a kind innkeeper. There is the mystery of Carisbrooke Castle and Bluebeard who was buried beneath Moonfleet Church. The story moves with dramatic haste from one perilous situation to another even more dangerous.
- FLOHERTY, J. J. *Our FBI*. Philadelphia: J. B. Lippincott Co. 1951. 155 pp. \$2.75. More than ever before in the nation's history, the Federal Bureau of Investigation is in the news and in the public consciousness as the chief bulwark against the spread of crime and Communism in the United States. There are drama, excitement, painstaking research, courage, and patriotism in the work of the FBI, and all of it comes out in this book.
- FRISCHAUER, PAUL. *The Shepherd's Crook*. New York: Charles Scribner's Sons. 1951. 307 pp. \$3.00. The persecution of the Huguenots after the revocation of the Edict of Nantes in 1685 is one of the cruelest chapters in the history of France, and the Huguenot struggle to keep their faith alive one of the most dramatic. It is against this stirring background that the author has set the love story of the Marquis d'Alais and Isabeau Vezenobres—a story which ranges from the debauched luxury of Louis XIV's Court at Versailles to the fetid dungeons of the Tower of Constance.
- FURMAN, A. L. *Young Readers Outdoor Sports Stories*. New York 10: Lantem Press. 1951. 190 pp. \$2.50. Here is a collection of stories about many different outdoor sports, all told from the point of view of the young participant. These are the sports that pre-teens actually play and enjoy and which when they are not playing they love to watch and also to read about.
- GARST, R. E., editor. *Style Book of The New York Times*. New York: The New York Times Company. 1950. 102 pp. This style book has been compiled for the benefit of all those engaged in writing, editing, and printing the material published in the daily and Sunday issues of *The New York Times*. Changes and revisions that have been made since the printing of the previous book are included in the present issue; and, in addition, new rules are promulgated here for the first time.

GLENDINING, MARION. *Teen Talk*. New York 22: Alfred Knopf Co. 1951. 146 pp. \$2.50. Here are answers to the questions and puzzling problems that confront today's teen-agers. The author who has been a popular newspaper columnist on teen-age living has discussed the questions and the answers with hundreds of young people. In this book she reports these discussions and the conclusions she reaches are realistic, practical, and down to earth. Boys as well as girls will find in this book sound guidance on popularity, romancing, manners, grooming, job-hunting, careers, recreation, yea—even parents.

GREGG, J. R.; LESLIE, L. A.; and ZOUBEK, C. E. *Gregg Speed Building, Simplified*. New York: McGraw-Hill Book Co. 1951. 672 pp. This is a lesson-planned advanced shorthand text for those schools that wish or have time for only one advanced shorthand text during the second year. The book contains 160 lessons and is divided into two parts. Part I, "General Business Dictation," consists of 80 daily assignments. It contains 31,005 words of connected-matter practice material in beautifully written shorthand and 31,101 words of connected practice material in type—a total of 62,106 words. The practice material is of a general, non-technical nature designed to develop a high degree of automatization on the more frequent words and phrases of language and to further develop the student's ability to construct new outlines. Part II, "Vocational Dictation," also consists of 80 daily assignments. It contains 26,949 words of connected practice material in shorthand and 24,605 words of connected practice material in type—a total of 51,554 words. That makes a grand total of 113,660 words of connected-matter practice material. Part II also contains material that will be of especial value to the shorthand student when he begins to take dictation on his first job—Office-Style Dictation. Each fifth assignment in Chapters IX through XIV contains an explanation of some dictation problem that the stenographer may encounter while taking dictation. Then follows an illustration in shorthand notes. Then, through the letters that appear in the teacher's handbook, the student is given an opportunity to practice the dictation techniques presented in the assignment. The letters in each fifth assignment review all the dictation techniques previously presented.

GUTHRIE, W. K. C. *The Greeks and Their Gods*. Boston 8: Beacon Press. 1951. 404 pp. \$3.75. "The primary aim of this book," says the author in his first sentence, "is to serve as a kind of religious companion to the Greek classics.... It sets out to be useful to those who enjoy Greek literature and have made the inevitable discovery that almost every branch of it—epic, tragedy, comedy, philosophy, history, and even the life of the political arena and the law-courts as revealed by the orators—is permeated by religion." Chapters include: Our Predecessors, The Divine Family, A Central Problem, Gods and Men in Homer, Heaven and Earth, Hopes and Fears of the Ordinary Man, and Plato and Aristotle.

HOFFMAN, GLORIA. *Home At Last*. New York 17: David McKay Co., Inc. 1951. 52 pp. \$2.50. "Home at last—in Israel." This is what ten-year-old David and Dan were thinking as the S.S. *Negbab* docked at Haifa. David had been born in France; Dan, in Germany. They met on the ship, became friends, and embarked together on their new life. The new life was rich and full. There was time for study, time for work, and time for play.

How the mischievous David and the shy, serious Dan fit into this life and gradually become a vital part of all the growing, developing, and hopeful planning for the future that is all around them makes an absorbing story, in which humor plays a good part. The story is told chiefly through dramatic, on-the-spot photographs.

HUGHES, THOMAS. *Tom Brown's Schooldays*. New York 10: E. P. Dutton and Co. 1950. 340 pp. \$1.75. This famous story, with eight illustrations and 19 line drawings prepared at Rugby School, is one that has come down through the years as one appealing to thousands of readers.

HYLANDER, C. J. *Adventures with Reptiles*. New York 18: Julian Messner. 1951. 174 pp. \$2.75. This is the story of a self-educated naturalist who turned a hobby into a life's work—a hobby that started with snakes and developed into a special interest in crocodiles and alligators. Today this hobbyist is an outstanding authority on reptiles and his knowledge is appreciated by all scientific workers in the field. In this book the author tells, among other things, the story of antivenin and practical uses of snake venom; gives hints on harmless snakes; how to recognize poisonous snakes; the Everglades and its new national park; iguana hunts in Honduras; how to keep reptiles in captivity. Above all, it is the kind of success story that proves that truth is stranger than fiction and shows how one man's curiosity about reptiles led to a most successful and unusual livelihood.

JACKSON, CAARY. *Shorty at Shortstop*. Chicago: Wilcox and Follett Co. 1951. 153 pp. \$2.50. The first sign of spring at Southwestern Junior High School is Coach Ryber's call for baseball players. Danny Cleary is determined to win a place on the regular line-up. A feud that develops between Danny and the second-baseman becomes a real threat to the team's progress. Danny works his way through his problems with the same two-fisted aggressiveness he displayed in *Shorty Makes First Team*.

KUNITZ, S. J. and HAYCRAFT, HOWARD. *Junior Book of Authors*. New York 52: H. W. Wilson Co. 1951. 317 pp. \$3.50. This book presents sketches (mostly autobiographical) of 289 authors and illustrators of better "juveniles" with 232 photographs or drawings. The great majority of the sketches are of living men and women who are for the most part still actively creating. Because the sketches are written on a juvenile level, older readers will find them free of dull statistics. It is interesting to read that the Russian-born Boris Artzybasheff shipped as a sailor on a boat bound for India, which landed him penniless in New York instead; and that illustrator Conrad Buff had to satisfy his childhood longing to draw by salvaging old cardboard, letters, and scraps, as paper was hard to find in the Switzerland of his youth. Maud and Miska Petersham are among the writing "teams" sketched in the book. She explains how it works with them, "Miska is right-handed and I am left."

LAMBERT, JANET. *Miss America*. New York 10: E. P. Dutton and Co. 1951. 189 pp. \$2.50. When Tippy Parrish returned to America after a year in Germany she found, to her surprise, that time had been moving much more quickly on this side of the Atlantic than it had back in the snow-locked Tyrol. Pretty clothes, for one thing, cost much more than they had a year ago; unpredictable Brother Bobbie wanted to leave West Point to go into advertising; Alice Jordon, Tippy's beloved "Alcie," seemed just a

shade distant, seemed to be harboring a secret she didn't care to share; Peter, dear, fine Peter Jordon whom she had looked forward so to seeing, kept getting lost behind the smoke screen which memories of handsome Lieutenant Prescott back in Germany kept raising. Tippy was frankly bewildered and worried. Then out of a clear sky war in Korea loomed.

LANGDALE, H. R. *Andy of Pirate Gorge*. New York 10: E. P. Dutton and Co. 1951. 191 pp. \$2.50. Andy McIver, aboard the good ship *Tonquin* bound for the John Jacob Astor fur trading post at the mouth of the Columbia River, had little notion of the dangerous adventures lying ahead. He had chosen to travel by sea; his uncle and his cousin Peter were coming overland with the hunt party. Andy arrived first, but all the dangers aboard ship were as nothing compared with the uncertainties of the wilderness where renegade white men robbed and murdered Indians, and where Indians, masters in the art of cruelty and goaded to reprisal, made life precarious for anyone crossing their path. How the Astor expedition group adhered strictly to its code of fair dealing with white man and savage alike, how the great fur industry in this country was launched by brave men, and how Andy and Peter finally found each other, all this makes a fascinating story.

LIPPINCOTT, J. W. *The Red Roan Pony*. Philadelphia: J. B. Lippincott Co. 1951. 219 pp. \$2.50. A little Arabian pony slipped her halter and disappeared into the night, while the circus train stopped for water and exercise at a lonely siding on the Wyoming plains. A year later, in a herd of wild mustangs that grazed sometimes near the Morton ranch on Bear Creek, she was followed by a red roan colt, so beautiful, so fleet, so altogether desirable, that Jimmie Morton set his heart on catching and training him for his own. That is the start of this thrilling story of a pony and the boy who loved him—and of the pretty girl Bess who is won back to health and happiness through her friendship with the boy and his pony that was the fastest animal on the plains.

LOBANOV-ROSTOVSKY, ANDREI. *Russia and Asia*. Ann Arbor, Michigan: George Wahr Publishing Co. 1951. 340 pp. \$4.00. This volume is the narrative of the interplay of forces which brought the Russian nation to the borders of the Pacific, in the execution of its own particular brand of "manifest destiny" and of the influence and role of Russia in the history of Asia. The author takes us from the early beginnings of the Kievan State under the Rurik dynasty to the role of the Soviets in Siberia and the Far East. The book shows its American audience the vast expansion of the Czarist policy, who, in their turn are faced with the paradox that "the apparent spread of Sovietization in Asia strengthens the rise of nationalism which basically remains antagonistic to Russia." The purpose of this book is to fill a gap for the advanced student with a lucid and readable analysis of some of the important phases of Russian history in the Asiatic area.

LUSTGARTEN, EDGAR. *Defender's Triumph*. New York: Charles Scribner's Sons. 1951. 239 pp. \$2.75. The author gives the history of each of four cases up to the time it was brought to trial; then he presents the bar-risters in action. He brings out the dramatic tensions in the courtroom and the deadly fencing of the lawyers. The trials themselves are exciting. The cases are diverse in their subjects. No less varied are the four great defenders and their courtroom tactics. Patrick Hastings was smooth,

sarcastic, and sophisticated; Marshall Hall was flamboyantly dramatic. Edward Clark's most notable characteristic was the deep sincerity which had an irresistible appeal for juries; Norman Birkett's passionate desire for justice and fair play resulted in his taking on practically hopeless cases—and winning them.

- MACCLURE, VICTOR. *A Certain Woman*. New York 22: Pellegrini and Cudahy, 41 East 50th St. 1951. 313 pp. \$3.00. Here is one of the truly great themes of all time, the profoundly moving story of Mary Magdalene, torn between pleasures and devotion. This novel brings a new insight to one of the most dramatic personalities in the small company of the intimates of Jesus. The author accepts the tradition that Mary of Bethany—sister of Martha and Lazarus—and Mary Magdalene were one and the same person. The familiar New Testament story takes on new lights and colors in this portrayal of life in the Palestine of the Caesars, with its Latin and Hebrew cultures existing side by side in hostile peace. The Bethany family as wealthy landowners; Mary a beautiful figure in the sophisticated society of Herod's royal court and that of the Roman procounsul; the revolutionary challenge of Jesus and his disciples to a corrupt society; all this makes for one of the great stories to have been created from the New Testament themes.
- MAGNIN, E. F. *How to Live a Richer and Fuller Life*. New York 11: Prentice-Hall, 1951. 202 pp. \$2.95. How you can find "your place in the sun" is the theme of this book. In the informal and friendly style which has attracted to his Wilshire Boulevard Temple in Los Angeles most of America's motion picture greats and has given him one of the most loyal radio followings on the West Coast, the author expounds an emphatic technique of making your life richer and fuller by getting the best there is out of it.
- MAGUIRE, F. W. and SPOND, R. M. *Journalism and the Student Publication*. New York: Harper and Brothers, 1951. 439 pp. In planning and writing this volume the authors have drawn from their experience in professional and scholastic journalism. Basically this is a textbook for a course in the fundamentals of journalism. At the same time it contains materials which make it a workable guide for the publication of the student newspaper and yearbook. In addition there is attention throughout to journalism as an educative force. This book discusses the various steps required in producing a modern newspaper. The special functions of reporters, editors, publishers, mechanical workers, advertising and circulation staff, and various others are viewed in their relation to the finished product. The principles and techniques described are applicable in many respects to student publications. In fact, the authors have brought definitions of principles and techniques into sharp focus by evaluation in terms of the immediate needs of student-publication workers, and in the light of actual practices followed by successful scholastic publications. Today, it seems safe to assume, individual and group application of the principles and techniques of journalism in the laboratory of the student publication is a generally accepted procedure in secondary education.
- MATHESON, JEAN. *The Cistern and the Fountain*. New York: Charles Scribner's Sons, 1951. 256 pp. \$3.00. Mrs. Maudslie was not at all sure that her plan of turning The Lee into a guest house would succeed. But she was desperate—her husband had left her, and, in order to keep The

Lee, she must make her living somehow. A guest house seemed the simplest solution. So Mrs. Maudslie, in her desperation started the first ripple of the storm.

MEREDITH, ROY. *Mr. Lincoln's Contemporaries*. New York: Charles Scribner's Sons. 1951. 245 pp. \$6.00. This book is an album of 172 portraits by Mathew Brady, the famous Civil War photographer. These are pictures of men and women who lived in Lincoln's time between 1850 and 1865—each has a running commentary, each subject is identified and his or her career is related to the times and to Mr. Lincoln. The emphasis in the book is on society, the stay-at-homes, the politicians, the actors and actresses, the publicists, and the men in the street.

MEYER, A. N. *It's Been Fun*. New York 21: Henry Schuman. 1951. 302 pp. \$3.50. Here is the warm and inspiring story of an active, distinguished, long, and happy life. The author is perhaps best known as the moving spirit behind the founding of Barnard College, and its only living incorporator. Indomitable and magnetic, she was a prominent figure in New York for more than sixty years. Active in the cause of education, in charity, in the theater—an ardent feminist who opposed votes for women, Mrs. Meyer has set down the story of a life filled with action and conflict.

MILLER, M. S. *I Pledge Allegiance*. Boston: Christopher Publishing House. 1951. 174 pp. \$2.50. The pledge of allegiance to the American flag was written by Francis Bellamy in August 1892, when he was a member of the editorial staff of the *Youth's Companion* in Boston. It was first repeated at the exercises in connection with the National Public School celebration of Columbus Day (October 12, 1892). The idea of this national celebration on Columbus Day was largely that of James Baily Upham, one of the junior proprietors of the *Youth's Companion*. It was largely through his efforts that the flag floats over the school houses of the country and that our states have laws which keep them there. The Pledge of Allegiance has taken so universal a hold in the national heart and mind, and has done so much to foster patriotism and love of country that everyone will be interested to know how it happened to be born and who wrote it. Miss Miller's purpose in writing this book is to fill the gap historians have failed to note while recording our nation's history and the principles for which we stand.

MONTAGU, ASHLEY. *On Being Intelligent*. New York 21: Henry Schuman. 1951. 236 pp. \$2.95. In this book the author puts his knowledge and experience as a scientist, teacher, lecturer, and public figure into a guide to intelligence. It is a book that is intended to help its readers steer clear of the swamps of frustrated and irrational living, showing that if life seems unsatisfying the fault generally is not in ourselves, nor in our stars. He believes that the fault is in our approach to the social and cultural atmosphere in which we are nurtured. It is when the individual develops an intelligent approach to others that he acquires the means for an intelligent approach to himself. The author's purpose is to help you to give yourself a mental x-ray; to help you to see when you are acting out of prejudice; how to weigh what you are told and what you read; how to deal with the salesmen of spurious ideas; how to go about getting what you are entitled to as a human being; how to handle your dangerous impulses; when to express your emotions and when to control them; how to

avoid *psychosclerosis*—hardening of the mental arteries; how to make new experiences pleasurable and valuable; how to apply book knowledge to your own experience; how to make the most of your spiritual drive; how to attain mental security; in brief, *how to live intelligently*.

MOORE, R. E. *The Human Side of Selling*. New York: Harper and Bros. 1951. 302 pp. \$3.95. The emphasis in this book is human relations. It tells the stories of the successes of many of the country's great salesmen and points out some of the reasons for their success. As the vice president of the Bristol-Myers Co. states: "Being human and thinking of the other fellow, to my mind, is the key to good salesmanship."

NETTELS, C. P. *George Washington and American Independence*. Boston 6: Little, Brown and Co. 1951. 338 pp. \$5.00. Much has been written about Washington the man, the general, and the statesman, but very little on the political role he played in the opening act of the American Revolution. Now the author has marshaled the facts that prove George Washington of Virginia was just as much an all out supporter of the rebellion against the king as Sam Adams of Boston. This book reveals the political role Washington played during the years preceding independence, and is the first such study to be based on the seven great collections of original material dealing with the beginning of the American Revolution and the writings of Washington.

NEWCOMB, ELLSWORTH. *With This Ring*. New York 10: E. P. Dutton and Co. 1951. 183 pp. \$2.50. When a girl is made aware that her work as a painter is not being appreciated by her fiancé and he is furiously jealous of a glib newspaperman who praises excessively her every brush stroke, only trouble can follow. And in Joan and Bill's case much did.

NORMAN, CHARLES. *The Pundit and the Player*. New York 17: David McKay Co. 1951. 148 pp. \$2.75. The pundit of the title is Dr. Samuel Johnson, who could talk on anything under the sun, and usually did; the player is David Garrick, perhaps the greatest actor ever to appear on the English stage. The two friends began their careers at the same time, setting out together to seek their fortunes in George II's London. George III, Britain's king during the American Revolution, is an important figure in the book. So is James Boswell, young man-about-town who forced himself on Johnson and Garrick when these two were famous, and who was to become famous himself as the author of the immortal *Life of Johnson*. In addition to the careers of the chief characters, the book contains a lively account of the romance of David Garrick and the foreign dancer he married, one of the great love stories of all time, and presents Johnson's pretty and vivacious hostess, Mrs. Thrale, against the background of her celebrated house.

PAUL, LOUIS. *A Father in the Family*. New York 16: Crown Publishers. 1951. 286 pp. \$3.00. Over near the East River, by Kohler's Brewery and the Catholic church with an Irish priest and an Italian monk, New York's good old days were in full swing. Just before the turn of the twentieth century, a good journeyman printer named Louis Caset and his bride Amy, a widow with three remarkable children, prepared to build their home. With no money at all, but a fortune of courage and optimism, they rented the second floor of a curious 29th Street brownstone known as "The Castle."

- PEMBER, TIMOTHY. *Swanson*. New York 17: Harcourt, Brace and Co. 1951. 280 pp. \$3.00. This novel is the story of a California professor's fall from grace into love and from literature into life. The author's characters start out "blind," and because they are blind they make mistakes: they reach for what isn't there; they stumble over what is there; they fall and get hurt. But some of those who get hurt pick themselves up, and when sufficient suffering has brought home to them the fact of their blindness, they open their eyes and see—not the world as they want it to be, nor people as they hope to find them, but the world and people as they really are. And theirs is a victory worth winning.
- PINKERTON, KATHRENE. *Hidden Harbor*. New York 17: Harcourt, Brace and Co. 1951. 278 pp. \$2.75. The day Spence Baird discovered dry rot in the hull of the old family sloop he felt desperate. In a country like Alaska, a man without a stout boat was imprisoned. Alaska offered all kinds of opportunities for people with vision and energy. Fisheries, canneries, and logging were expanding. There was even a delayed recognition in the "outside" world of the splendid art of the Tlingit Indians. How the young Bairds sought and found their chances makes a compelling story, and a memorable one, broad in scope and rich in characterization.
- PINKET, E. M., Jr. Director. *The Emily Post Cookbook*. New York 10: Funk and Wagnalls Co. 1951. 400 pp. \$5.00. This book has been in preparation for five years. It is composed of 580 recipes collected from all over the world. They are recipes that are the favorite of Mrs. Post and her son—many of them being the prized specialties of famous chefs in Paris and New York. All of them have been tested in the kitchens of the Emily Post Institute, then tried by a novice, and eaten by an epicure. It is a collection with which a novice at cooking will find success. The large, open pages make it possible for the user to enter notations in the margin. The type is large, thus making it possible for the user to read at table distance. Each recipe is complete on one page or on its facing page, making it unnecessary to turn a page in the middle of a recipe. All recipes are indexed. An added feature is the list of suggestions for suitable dishes to serve for all occasions.
- RICHARDSON, ANTHONY. *Alone He Went*. New York 3: W. W. Norton and Co. 1951. 248 pp. \$3.00. This is the story of one man on the run, against the world, the story of a man whose freedom depended on rapid thinking and rapid action. On the 27th of May, 1950, on being promoted to command an R.A.F. station where he would do no operational flying unless he wished, Basil Embry had officially handed over his squadron to his successor, when the squadron was once more ordered into action. On the spur of the moment he decided to lead his squadron into action for the last time, even though he was no longer its official commander. Half an hour later he was alone in France, his comrades and his airplane gone, surrounded by enemies. He was captured and broke from a prisoner-of-war column a few yards from the muzzle of a German machine gun. He was captured twice again, but he was never once in a permanent German prison camp. Alone, he by courage and wit and determination battled on foot through France and back to England, to fly and fight again.
- ROMULO, C. P. *The United*. New York 16: Crown Publishers. 1951. 310 pp. \$3.00. When Major MacKenna King returned to civilian life, two sky-

scrapers symbolized a moment of history. At midtown, the Secretariat, first United Nations building to rise from the blueprints, towered with the hopes of man. At the lower tip of Manhattan, commanding the harbor, stood the Thatcher Building, home of the implacable *New York Chronicle*. Like King's father, Malcolm Thatcher worshipped success, nationalism, and the *status quo*. And everybody—from Shep Nichols, Ken's Princeton classmate now on the *Chronicle* payroll, to Thatcher's lovely daughter Julia—tried to win Ken over. But another idea was born in Ken's mind at the soirées of Manuel Hinaldo, a permanent United Nations delegate from South America. And to this man and the camp of peace, Ken dedicated his faith and his personal identity.

RONALD, JAMES. *Man Born of Woman*. Philadelphia: J. B. Lippincott Co. 1951. 318 pp. \$3.00. Small Quentin Courlay is born to a Bohemian artist father and a conservative, bourgeois mother—an event which this ill-matched but passionate couple regarded as a tragedy. Quentin grows up almost abandoned while his parents flee their creditors from France to Italy to an Adriatic island, living in conditions of increasing squalor. Finally, they settle in a Scottish town where Quentin's father fails again, this time as a drawing master, but, before the tale is told, Quentin finds his place in life.

ROOS, ANN. *The Royal Road*. Philadelphia: J. B. Lippincott Co. 1951. 243 pp. \$2.75. This is the story of a hero-priest, Junipero Serra, who braved the wilderness of California in 1769 to take the gospel to the Indians and who established nine of the twenty-one Franciscan missions which form a triumphal chain from San Diego to San Rafael. It is a story, told with humor and with clear-cut characterizations of men of grandeur and significance. Only a man of Father Serra's stature and personality, a blend of indomitable courage, kindly wisdom and spiritual power, could have made a success of those first attempts to build industrious citizens out of the California Indians. The reader follows the daring adventures of Serra, Portolá, Anza, and all the other heroic figures of those times when the shape and character of America's West were being forged.

SAMACHSON, DOROTHY. *Let's Meet the Ballet*. New York 21: Henry Schuman. 1951. 224 pp. \$4.00. In this book the author reveals in both words and pictures how ballets are born, rehearsed, and finally presented in all their glamour and beauty. Many of the beautiful photographs are rare and unfamiliar to ballet fans. The author takes you behind the scenes of the ballet, from its beginnings, where dancers hid their faces with masks and their bodies with unwieldy costumes, to the present. Here is a picture of the backbreaking work, the heartbreaking complexities involved in the creation of a ballet, the role played by the choreographer, the composer, the costume designer, even the "angel," that element of prime importance to any ballet company.

SANTEE, ROSS. *Hardrock and Silver Sage*. New York: Charles Scribner's Sons. 1951. 225 pp. \$3.00. Set in Arizona in the years before World War I, this book tells the story of "Pop" Nolan and his two sons, Tommie and Robin. "Pop" was a hardrock miner, blacklisted because of his socialistic tendencies. For this reason, jobs for him were few and far between, but after the two boys became old enough to go with him on his wanderings, there were good times as well as bad. As Tommie and Robin grew

older the difference in their temperaments grew more pronounced. Robin wanted to get an education, to go to art school and learn to paint; Tommie was happy only when he was out in the open, riding the range or wrestling a steer. Then a tragic accident interrupted their lives, and the two boys were faced with new and harsh responsibilities. However, "Pop's" training stood them in good stead, and in the end they were able to reach their goals.

SCHMEDDING, JOSEPH. *Cowboy and Indian Trader*. Caldwell, Idaho: The Caxton Printers. 1951. 364 pp. \$5.00. The writer tells of his experience as a cowboy and post trader at the beginning of the twentieth century in New Mexico—a broad unsettled country with many Indians and few white settlers. He tells of the ruins of the Pueblos. He tells of lonely rides to Albuquerque for supplies, of the ancient ritual of the Hopi Snake Dance, of personalities, and of fascinating incidences of this period of time in Southwestern Americana. The book also contains many interesting and rare pictures to illustrate and give authenticity to the text.

SCOTT, A. F. *English Composition*. Books I (66 pp) and II (87 pp.). New York 10: Cambridge University Press, 51 Madison Avenue. 1951. 75¢ each book. The author uses selections from great writers as models for teaching English composition. Each lesson of this two-year course begins with the selected passage followed by four divisions: questions on comprehension, vocabulary exercise, questions on grammar, and then the writing of the composition. Each lesson covers about two weeks of work.

SMITH, D. E. O. *The Brave Music*. New York 10: E. P. Dutton and Co. 1951. 256 pp. \$3.00. Ruan and Sylvia are the two daughters of a marriage which has weathered many emotional tempests. Their beautiful mother was disowned by her aristocratic "county" family when she married the quiet young minister and settled down to the life in a small village. Sylvia, a year older than Ruan, is beautiful and willful and the apple of her mother's eye, while Ruan is quiet, like her father. When Ruan meets David there is never a moment's doubt of her love. David has ambitions to become a great doctor. Adopted by a wealthy uncle, it is a hard blow when he discovers the hidden truth about his own father, the uncle's brother. Torn as he is between ambition and his sense of responsibility to his family, he is called upon to make a decision which will color his whole life.

The South American Handbook: 1951. New York 52: H. W. Wilson Co. 1951. 834 pp. \$1.50. All material in this book has been brought up to date. The informative 15-page introduction and the chapters on Uruguay and Venezuela have been completely re-written. In addition to separate chapters for the twenty countries of South America, there are chapters for the six republics of Central America, Cuba, and Mexico. There are also chapters on meat, petroleum, insurance, communications, and other special subjects. The introduction presents the salient overall picture—the mountain ranges, the rivers, the plains, and the highlands. The continent stretches 4,600 miles from north to south and some 3,000 miles at its broadest from east to west. With an area of approximately 7,500,000 square miles, it is about one and three-quarters the size of Europe. The estimated 125,000,000 population is comprised of a great diversity of peoples. The introduction traces the origins of this diversity in some

detail and states that Brazil has "completely solved the problem of mixed racial bloods by rooting from its people the concept of 'colour bar.'" An historical background, including the struggles for independence, is provided and there is advice on employment opportunities. Hotels (some of the best in the world), travel facilities and hints, suitable clothing, and glossaries are among other subjects treated in the introduction.

STONE, IRVING. *The President's Lady*. Garden City, New York: Doubleday and Co. 1951. 338 pp. \$3.50. The author here brings to life the deeply moving story of Rachel and Andrew Jackson. Theirs is a tender and poignant love story, and the reader will find that Rachel Jackson lived the most controversial and amazing melodrama that ever engulfed an American woman.

TAYLOR, SYDNEY. *All-of-a-kind Family*. Chicago 5: Wilcox and Follett Co. 1255 S. Wabash Ave. 1951. 192 pp. \$2.75. Here is a story of five little girls who live with their parents in a four-room flat on New York's lower East Side. They are an all-of-a-kind family, but each is so different, too! And what good times they have together! There isn't much money in this family, but there is a great deal of everything that makes childhood really happy: companionship, books, outings, games, friends—and understanding and loving parents. Mama has her hands full with her five lively girls, and it doesn't help at all when Sarah and Ella come down with scarlet fever during the holidays, or when Henny gets lost at Coney Island. But Mama's love and patience never fail her—or the children.

VAETH, J. G. *200 Miles Up*. New York: Ronald Press Co. 1951. 221 pp. This is an interesting factual account and explanation of modern scientific research on the nature of the atmosphere at altitudes beyond the present range of piloted flight. This book describes and explains with pictures and text the use of immensely powerful rockets, plastic balloons, and airborne instruments in exploring the frontiers of space. It condenses into a few hundred pages the facts about the upper air verified by these flights and the ingenious method used to obtain the instrumental readings. This volume is a source of accurate, up-to-date information on atmospheric research, rocketry, and ballooning. It supplies background material of both theoretical and practical importance to aerologists, physicists, physical chemists, engineers, technicians, and members of armed forces concerned with rocket and balloon operations.

VANCE, MARGUERITE. *Marie Antoinette*. New York 10: E. P. Dutton and Co. 1951. 159 pp. \$2.50. The story opens with little "Antonchen," just eleven, romping with her new puppy in the park at Schönbrunn, the Hapsburg palace outside Vienna. Within minutes she is summoned by her mother, Maria Theresa, and told she is to be the bride of Louis, the Dauphin of France. Childhood for the gay, headstrong little girl is thus summarily ended. Three years of concentrated preparation follow, then a thoroughly bewildered child of fourteen bids good-by to all she loves and sets out for the French border accompanied by her governess, her confessor, and a cavalcade of 400 picked soldiers. Here the Bourbon family meets her and she is face to face with the "handsome young prince" her mother had described. Through the ensuing years the beautiful, reckless young Queen and her dull husband, caught at the vortex of a national cyclone that has grown in strength across the centuries, watch disaster

as it approaches. The heady glitter of Versailles makes way for the horrors of the Revolution for which Marie Antoinette and Louis both in a measure are to blame, yet are helpless to check.

- VAN EVERY, DALE. *The Captive Witch*. New York 18: Julian Messner. 1951. 362 pp. \$3.50. In the glorious days when the young, tough citizens of a young and tough America pushed their frontiers westward through Kentucky, an Indiana fighter and woodsman could outrank a college-educated aristocrat from Virginia. Adam Frame was one of these men—a man who lived on war. Woodsman, pioneer, soldier, he had followed George Rogers Clark in his expeditions against the British-inspired Indians; he had fought at the great victories of Kaskaskis and Vincennes. And now he was ready to claim the warrior's reward for which he had waited nine long years—a position of leadership in a pioneer settlement and Cynthia, the poised, confident woman of Virginia, who had sweetened a thousand wilderness dreams.

- VETTER, MARJORIE. *On My Honor*. New York 3: Longmans, Green and Co. 1951. 229 pp. \$2.75. The twenty stories in this book have been hailed as favorites in fan mail from more than a million and a half readers of *The American Girl* (a magazine for all teen-age girls and the official magazine of the Girl Scouts) in which the stories first appeared. They are by different authors, many of them well known for their popular books for girls. The stories are different in style, theme, locale, characterization, but they are all about believable modern girls facing problems many real girls are meeting today.

- VILLIERS, ALAN. *The Quest of the Schooner Argus*. New York: Charles Scribner's Sons. 1951. 348 pp. \$3.75. In 1949 the Portuguese Ambassador to the United States invited the author to sail with the Portuguese cod-fishing fleet to the Grand Banks off Newfoundland and to the Greenland fishing grounds in Davis Straits. As a result, the author put out from Lisbon a year later aboard the lovely schooner *Argus*, a graceful four-master of beautiful lines. She was one of the Portuguese codfishing fleet of over thirty deep-sea sailing vessels—the last ships under sail actually wresting a living from the deep sea. The book tells the story of the author's experience on this trip.

- WATERS, FRANK. *Masked Gods*. Albuquerque: Univ. of New Mexico Press. 1950. 439 pp. \$6.50. This is the story of the meaning of Navaho and Pueblo ceremonialism by a writer who perhaps is unsurpassed in his experience with the Indians of the Four Corners Country—where Arizona, New Mexico, Utah, and Colorado join to unfold this last "Red Island in America's White Sea." The writer recounts the history of these people. He tells of the pioneers, the avaricious conquistadores, trading posts, mission and government schools, the Harvey Houses, gold, cattle, and timberland. All are woven into one revealing panorama showing the devastating ebb tide of sentimentalism and impractical idealism of this stirring period of history.

- WATKINS, RICHARD. *Venture West*. New York 17: Harcourt, Brace and Co. 1951. 238 pp. \$2.75. To young Dan Washburn and Fergus Hackett, the friend who had sold him the lumbering old jalopy nicknamed Wesley, the journey to Hannibal, Missouri, was only an excuse to satisfy their transcontinental itch. Ostensibly they had two missions—to check on some

new information about a renegade Washburn ancestor who had mysteriously disappeared along the Overland Trail to California during the Gold Rush, and to keep a look-out for Dan's Cousin Ralph who had left for Hannibal in his flashy yellow convertible the week before and who had not been heard from since. The trip seemed simple enough; the real problem lay in coaxing mileage out of the heavily loaded, oil-consuming sedan.

WELTY, S. F. *Knights' Ransom*. Chicago: Wilcox and Follett Co. 1951. 240 pp. \$2.75. Young Vahl Thorfinnsson, falconer to the son of the Duke of Burgundy, accompanies his master on a crusade against the Turks. The expedition ends in disaster, and Vahl's master and many other noble knights are held prisoner by the Turks until they can be ransomed. One part of the ransom is practically impossible to obtain. The Turkish Sultan demands twelve Greenland falcons—huge, fierce white birds that must be captured in far-off Greenland. Vahl and a companion undertake the perilous quest to secure the falcons, encountering many obstacles and dangers, too, as pirates seek to capture and icebergs threaten to destroy their frail ship.

WOMERSLEY, WILFRED. *Working Wonders with Words*. New York 10: E. P. Dutton and Co. 1951. 285 pp. \$3.50. This book deals mainly with public speaking and is directed primarily to those who have occasion to practice that art. However, it is also intended for the use of anyone who wishes to command the most powerful of all weapons—*spoken words*. It was written for one purpose; to guide those who seek improved speech to the facility and felicity of expression without which one's powers cannot be fully employed and one's real personality cannot be freely expressed.

WOUK, HERMAN. *The Caine Mutiny*. Garden City, New York: Doubleday and Co. 1951. 494 pp. \$3.95. This novel of World War II is a story about an old destroyer-minesweeper, the *Caine*. It is the story of Willie Keith and the U. S. Navy ship on which there was almost mutiny. It is the love story of Keith and May Wynn who scrapes a living as a singer in Broadway's night-club world while attending school at Hunter College. It is the story of the tension that existed among the men on this crowded ship and its tyrant captain, Queeg.

WURLIN, GUSTAVE. *Our Destiny*. Boston: Christopher Publishing House. 1951. 55 pp. \$1.75. The author of this current thesis feels the more we know about the historic background of all racial and economical struggles in Europe, the better we will understand the driving forces, which led to World War I and World War II. And the more we learn about the potentialities of atomic energy, the more we should be determined to come to agreement with other nations to outlaw the use of atomic war weapons. Furthermore, we must start to realize that only the improved and practical use of our own democracy at home, free from foreign commitments, will give to our country the happiness as visioned by George Washington.

WYSS, J. R. *The Swiss Family Robinson*. New York 10: E. P. Dutton and Co. 1951. 454 pp. \$1.75. This is another of the famous classics that has been made attractive with color plates and many line drawings by Charles Folkard.

YENNI, J. T. *The Spellbound Village*. New York 17: Harcourt, Brace and Co. 1951. 221 pp. \$2.75. "She's from away. Ain't even got kin here," commented Rosa, the waitress at Saddler's Inn, summing up the feelings

of Two River Junction about outsiders in general and Faith Goodbind in particular. Faith, a young author in love, is a comparative newcomer to the village in up-state New York, and she has just written a novel about people in a small town. She soon learns that her first book affects people's lives in an undreamed of way. Some of the townsfolk, spurred on by suspicion and guilty consciences, identify themselves with the leading characters in her story. As news of the forthcoming novel is circulated, hidden tensions erupt from beneath the placid surface of village life.

Pamphlets for Pupil and Teacher Use

The Activity Period in Public High Schools. Washington 25: Supt. of Documents. 1951. 17 pp. 15¢. How high schools organize activity programs. Statistical data concerning the prevalence of the activity period.

American Medical Association, 535 North Dearborn Street, Chicago 10. Publications of:

Basic Values in Professional Education by A. E. Severinghaus. 8 pp.

Reprinted from *The Journal of the AMA*, May 12, 1951.

Education Problems in the Preparation for Medical School by A. E. Severinghaus. 6 pp. Reprinted from *The Scalpel*, May 1951.

Preprofessional Survey of Medical Education: A Progress Report by H. J. Carman. 12 pp. Reprinted from *The Journal of the AMA*, May 12, 1951.

Annotated List of Books for Supplementary Reading (kg—Grade 9). New York 38: Children's Reading Service, 106 Beekman Street. 1951. 96 pp. Free. Edited by Dorothy Kay Cadwallader, presents a carefully chosen list of 1,000 children's books from over 40 publishers, arranged by topics and school grade levels. A special section is devoted to books suitable for remedial reading.

BERGER, MEYER. *100 Years of the New York Times.* New York City: Office of Educational Activities, The New York Times. 1951. The story of the growth of a leading newspaper.

Better History Textbooks. New York 27: Columbia Univ. Press, 2960 Broadway. 1951. 29 pp. A UNESCO publication analyzing faults of history textbooks and mutual improvement of them through an international seminar.

Budget of the Board of Education. Rochester 14, New York: Board of Education, 13 Fitzhugh St., South. 1951. 16 pp. Analysis of the financial needs of the school system, with the resources of the Board and the anticipated revenues to meet them. The letter of transmittal to the City Council is a well-couched appeal for consideration of increased appropriation for salary schedules.

Catalogue of Lending Collection. New York 21: Franco-American Audio-Visual Distribution Center, Inc., 934 Fifth Avenue. 1951. 28 pp. Films, lantern slides, filmstrips, exhibits, and recordings classified by subject.

Catalogue of Selected Publications. New York 20: British Information Services, 30 Rockefeller Plaza. 1951. 24 pp. An annotated list of publications, films, and filmstrips on numerous subjects such as England's colonies, economics, education, international affairs, labor and industry.

CHASE, STUART. *"Operation Bootstrap" In Puerto Rico.* Washington, D. C.: National Planning Association, 800-21st St., N. W. 1951. 72 pp. \$1.00. An account of the Island's efforts to overcome under-industrialization, under-employment, and low standards of living.

- College Entrance Examination Board Bulletin of Information for 1951-1952.* Princeton, New Jersey: Educational Testing Service P. O. Box 592. 1951. Free. Attention is called especially to the following: important dates; late and extra reports; reports to schools; administrations at foreign centers; special overseas application form; and list of examination centers.
- Council Publications.* New York 27: Metropolitan School Study Council, 525 W. 120th St. 1951. 9 pp. A price list of reports, films, periodicals, and miscellaneous publications of the Council.
- Course of Study in the Social Studies for Secondary Schools* (Bltn. 410). Harrisburg: Pennsylvania State Dept. of Public Instr. 1951. 364 pp. A review of problems, research, methods, and materials in social education; descriptions of selected practices; scope and sequence of planning.
- Culloden Improves Its Curriculum.* Washington 25, D. C.: Supt. of Documents. 1951. 24 pp. 15¢. A new curriculum in terms of pupil needs as it grew in a typical community.
- DADOURIAN, H. M. *How to Study—How to Solve.* Cambridge 42, Mass.: Addison-Wesley Press, Inc. 1951. 121 pp. 60¢. Advice on attitudes and concentration on study; directions for solving problems; special attention to the study of mathematics.
- Department of State, Division of Publications, Washington 25, D. C. Publications of:
- The Department of State Today.* 1951. 32 pp. Story of the development of the State Department.
- Japanese Peace Conference.* Sept. 1951. Reprint from Department of State Bulletin. 1951. 21 pp. Statements, addresses, terms, and rules of procedure of the San Francisco Conference.
- Developing Discussion in School and Community.* Columbus 15, Ohio: Junior Town Meeting League, 400 South Front St. 1951. Free. This is the newest book in a series published by the Junior Town Meeting League to develop an interest in discussion techniques and current affairs in secondary schools and in other appropriate groups. Has sections on (1) the importance of discussion in America; (2) planning a discussion program; (3) the locales, or types of groups, appropriate for discussion activity; (4) the factors that condition discussion, and (5) discussion leaders and their training.
- Discriminations in Higher Education.* Washington 6: American Council on Education, 1786 Massachusetts Ave., N. W. 1951. 80 pp. \$1.00. A report of the Midwest Educators Conference (Nov. 1950), which met to consider the recommendations of the national conference with a view to their implementation on a regional and state basis. Contains addresses of the conference and panel discussions on problems and policies of discrimination in higher education.
- Electric Power and Social Policy.* New York: Teachers College, Columbia University. 1951. 53 pp. The social impact of the widespread use of electric power and the implications for education.
- The Elementary School and Its Community.* Athens, Ohio: Center for Educational Service, College of Education, Ohio University. 1951. 37 pp. A report of the fifth annual conference on elementary education and administration. Contains discussions on health facilities, library resources, community resources, and school-community relations.

- Emergency Recreation Services in Civil Defense.* New York 10: National Recreation Association, 351 Fourth Ave. 1951. 31 pp. Recreation for health and morale—a plan of organization and services.
- The Exceptional Child.* Langhorne, Pa.: The Woods Schools. 1951. 30 pp. Proceedings of a special conference in New York during March. Contains the panel remarks of specialists in the education of the exceptional child.
- An Experiment in International Cultural Relations.* Washington 6: American Council on Education, 1785 Mass. Ave., N. W. 1951. 112 pp. \$1.50. A report of the Commission on the Occupied Areas and a study of the role of American voluntary agencies in Germany and Austria.
- Handbook of the New York State Public High School Athletic Association.* Malverne, New York: Sec.-Treas., Malverne High School 1951. 80 pp. 15¢. Contains code of ethics, constitution, eligibility rules, contestants rules, game standards, girls' athletics, etc.
- HARTWELL, S. W. *A Citizens' Handbook of Sexual Adnormalities and the Mental Hygiene Approach to Their Prevention.* Lansing 16: Michigan Dept. of Mental Health, 403 Bank of Lansing Bldg. 1951. 70 pp. Comes to grips with the problem of the sexual delinquent and sex instruction.
- How Children Learn to Think.* Washington 25: Supt. of Documents. 1951. 19 pp. 15¢. Identifies principles of thinking and stimulating environment.
- I Never Knew.* New York 20: Radio Corporation of America, 630 Fifth Avenue. 1951. 28 pp. A brochure on Victor custom-made records.
- It Starts in the Classroom.* Washington 6: National School Public Relations Association, 1201 Sixteenth St., N. W. 1951. 64 pp. \$1.00. A public relations handbook for classroom teachers.
- Job Analyses of Educational Personnel Workers.* Washington 6, D. C.: Occupational, 1424-16 St., N. W. October 1951. Part II. 22 pp. An interim report by the Study Commission of the Council of Guidance and Personnel Associations.
- Juvenile Court Statistics (1946-1949).* Washington 25, D.C.: Children's Bureau, Social Security Administration. 1951. 16 pp. An analysis of the statistics.
- KIHSS, PETER. *The UN—How and When It Works.* New York 16: Foreign Policy Association, 22 East 38th St. 1951. 63 pp. 35¢. A newspaper man who has covered the headquarters of the UN since 1946 puts its story into understandable terms.
- Making the Core Work.* New York 27: Metropolitan School Study Council, 525 W. 120th St. 1951. 83¢. A how-to-do-it manual written by a group of teachers who have been experimenting with core curricula in the Elizabeth, N. J., junior high schools.
- MARKOFF, SOL. *Employment of Children and Youth at the Mid-Century.* New York: National Child Labor Committee. 12 pp. (Reprinted from *The Social Service Review*, June 1951.) A factual paper prepared for the Midcentury White House Conference.
- McCOY, J. H. *Calendar of Campus Activities.* Los Angeles 22: Journalism Department, East Los Angeles Junior College, 5357 E. Brooklyn Ave. 1951, 4th Edition. \$3.25. Contains ideas for public relations for every day of the school year, and covers activities in several hundred colleges, high schools, and academies. Ideas for every school day, plus holidays

and Easter. Ideas for publicity—for athletics—for PTA. Ideas for alumni activities and fund-raising work. Has current public relations and fund-raising bibliographies.

- MCKEE, C. W. and MOULTON, H. G. *A Survey of Economic Education*. Washington 6, D. C.: The Brookings Institution. 1951. The survey as a whole—portions of which have been published in *Fortune* magazine—discusses the various types of educational programs now being experimented with by industrial companies and associations, by labor organizations, and by special agencies organized specifically for the purpose of educating the public. The study suggests closer collaboration between schools and community groups in providing knowledge that extends beyond book learning.
- MCLANE, C. W. *A Professional Approach to Accreditation of Service Experiences*. Washington 6, D. C.: American Council on Education, 1785 Massachusetts Ave., N. W. 8 pp. (Reprinted from *College and University*, July 1951.) The text of a talk delivered at a general session of the annual meeting of the American Association of Collegiate Registrars and Admissions Officers in Houston, Texas on April 18, 1951.
- A Method of Measuring the Financial Ability of Kentucky School Districts to Support an Educational Program*. Lexington: Bureau of School Service, College of Education, Univ. of Kentucky. Sept. 1951. 100 pp. 50¢. Discusses the state's responsibility for aid, local ability, valuation of taxable property, using equalized valuations.
- NROTC *Bulletin of Information*. Washington 25, D. C.: Secretary of the Navy. 1951. 42 pp. Official information concerning eligibility requirements, selection procedures, applications, testing, etc., of candidates for the Naval Reserve Officers Training Corps.
- Offerings and Enrollments in High School Subjects*. Washington 25: Supt. of Documents. 1951. 118 pp. 30¢. Tabulated figures and interpretation of data from the latest Biennial Survey by the Office of Education, chapter III.
- Our Tulsa Schools*. Tulsa, Okla: Supt. of Schools. 1951. 32 pp. Annual report to the Board of Education stressing how Tulsa's schools serve the community as neighborhood centers.
- Platform: The Television Revolution*. New York 18: Newsweek Club Bureau, 152 W. 42nd St. 1951. 21 pp. 25¢. (Service may be subscribed, \$2.00 a school year.) Discussion guide for the question, "Is Television an Asset or a Liability?"
- Problems in Individual Analysis*. Pittsburg: Kansas State Teachers College. May 1951. 96 pp. A report of a Conference of superintendents, principals, counselors, and directors of guidance, emphasizing techniques other than standardized tests and measurements.
- Report of the Governor's Study Commission on the Deviated Criminal Sex Offender*. Detroit 26: The Governor's Study Commission on the Deviated Criminal Sex Offender, 1003 Cadillac Square Building. 1951. 245 pp. A detailed and graphic report on the problem.
- Residence and Migration of College Students (1949-1950)*. Washington 25, D. C.: Supt. of Documents. 1951. 61 pp. 35¢. Research data which are germane to many issues in higher education.
- ROSS, HELEN. *Fears of Children*. Chicago 10: Science Research Associates, 57 West Grand Avenue. 1951. 40¢ each, 3 for \$1.00. Explains to parents

and teachers how to recognize childhood fears and understand their underlying causes.

Safety Standards. Washington 25, D. C.: U. S. Department of Labor, Bureau of Labor Standards. 1951. Free. A monthly round-up of news and features of techniques and developments in state, Federal, and private organizations in the field of industrial safety.

The School Counselor: His Work and Training. Sacramento: California State Dept. of Education. 1951. 44 pp. A clarification of the functions, activities, and qualifications of the counselor and of the effect of the school setting upon his work and professional growth.

School Lunch and Nutrition Education. Washington 25, D. C.: Supt. of Documents. 1951. 12 pp. 10¢. Questions and answers about school lunch programs and their financing. Suggested references.

Sixth National Conference of County and Rural Area Superintendents. Washington 6, D. C.: Dept. of Rural Education, NEA, 1201 16th St., N. W. 1951. 23 pp. The Conference Schedule and Program.

STENSLAND, P. G. and DENNIS, LARRY. *Keeping Up with the News.* Chicago 10: Science Research Associates, 57 West Grand Avenue. 1951. 40¢, three for \$1.00. Helps young people become aware of their responsibility in keeping up with the news and becoming thoughtful readers.

A Study of Some Opinions of High-School Students with Regard to Teachers and Teaching. Bloomington: Bookstore, Indiana Univ. July 1951. 64 pp. 75¢. Pertinent information for recruiting and preparing teachers.

Three Keys to Strength. Washington 25, D. C.: Supt. of Documents. 1951. 48 pp. 30¢. A report on the defense mobilization program, centered around three great problem areas—production, stability, and free world unity.

The United Nations Today. Washington 25, D. C.: Supt. of Documents. 1951. 10 pp. 10¢. An easy-to-understand description of the functions of the UN. Charts on structure of the organization.

VAN RIPER, C. *Helping Children Talk Better* (Better Living Booklet Series). Chicago 10: Science Research Associates, 57 West Grand Avenue. 1951. 48 pp. 40¢, three for \$1.00. Tells parents and teachers how they can help a child from his earliest months to speak better and how they can help him avoid speech defects that are often carried into adult years.

Vitalizing Secondary Education. Washington 25, D. C.: Supt. of Documents. 1951. 106 pp. 30¢. Developments in life adjustment education at the national, state, and local levels.

We Have Come 20 Years. Fort Wayne, Indiana: Supt. of Schools. 1951. Annual report by the superintendent. An illustrated report in modern style of a modern school system.

Workshop in Secondary Education. Storrs: Curriculum Center, School of Education, Univ. of Conn. 1951. Mimeo. Unpaged. A report of the summer workshop in curriculum improvement.

You and Your Students. Cambridge 39. Office of Publications, Room 14-S 132, M.I. T. 1951. 30 pp. Free. A brief manual of suggestions for teaching written to help new instructors at the Massachusetts Institute of Technology.

News Notes

MANPOWER AND THE SCHOOLS.—Following is a statement concerning "Manpower and the Schools" which has been prepared for release by the National Commission on Teacher Education and Professional Standards of the National Education Association: "Our understaffed, badly-housed schools face an unprecedented period of shortage. Disaster is at hand. Everywhere storm signals are flying. The government calls for an armed force of 3.5 million men, claiming all our available youth at age 18. Defense mobilizer Charles E. Wilson predicts production requiring 6 to 8 million additional industrial workers. With funds freely supplied, production lines compete successfully for the services of teachers now struggling with crowded classes. Assignment of critical materials to war-related production vetoes construction of many of the 100,000 new classroom units needed for American children before the end of 1953.

"We pour money and materials into the construction of factories while plans for desperately needed school buildings gather dust on the drafting tables and partially completed, temporarily abandoned school buildings, stand as stark monuments to the bleak future faced by education. Money, materials, and manpower to build factories to provide shoes for soldiers may be had for the asking, while money, materials, and manpower to educate the men who will wear the shoes cannot be had. So far as money is concerned, America never was better prepared to support education. America's boast is that her people always have been equal to any crisis. This is the supreme test. What profits it a country to save the present and lose the future? America needs a balanced economy, an integrated policy which will preserve the heart of all we defend—which will carry America through to the future which we crave. The schools need more money. Most of it will be provided at the local level, where the control of American education lies. Here our communities will stand or fall.

"The schools need more teachers—better teachers. The flow of competent youth into improved colleges for teachers must be increased. We dare not, in a country already used to the term "emergency teachers" relax our standards any more than we would condone "emergency engineers," "emergency scientists," or "emergency physicians." The quality of our danger must be reflected in the superior qualities of our education. The schools must have more classrooms. The allocation of materials and of manpower should give a priority to needed school construction second only to that for war production. We shall protect America, but it still is as important to develop a good American citizen as to destroy an enemy.

"The schools face a crisis. Long predicted, it now is upon us. As rising waters in flood time, present and impending events threaten to engulf the schools. Shall American adults move to protect only themselves and what they have, or shall they join in such action as may defend all of America now and, tomorrow, the world? The future cries out for protection as little children ask for an understanding teacher in a good school. Shall the cry be answered?

A NEW REPORT CARD.—At the Bayard Junior High School, Wilmington, Delaware, a new report system for the seventh and eighth grades has been

established after a year's trial. The letter grade is still given for scholastic achievement, but a space is left for each teacher to explain the grade. Under each curriculum subject is an additional space set aside for comments regarding the pupil's practice of citizenship. In this way the student is given a personal evaluation.

SIGNS OF A LAISSEZ FAIRE SCHOOL.—The September 1951 issue of the *Clearing House* carries an article entitled "Signs that Your School is *Laissez Faire*" by W. W. Williams. In the article he lists the following items as descriptive of a *laissez faire* school:

1. No one assumes responsibility for actions or conduct when mistakes are made.
2. Each teacher handles situations as he sees fit.
3. Pressure groups flout or reverse policies by agitating or by influencing public opinion.
4. Each teacher teaches what he wishes without regard to the curriculum set up by staff decisions.
5. Many things are discussed in staff meetings but decisions are seldom reached.
6. Loyalty to friends or other members of the staff is noticeable throughout the course of staff meetings.
7. There are some members of the group who are obviously participating but who make no verbal contributions.
8. Members of the staff frequently quibble over minor points, the solutions of which have no bearing upon group purposes.
9. The administrator tends to be with the majority in the discussion of debatable issues.
10. Individuals who have seniority use their experiences and prestige to sway policy formation.
11. Irrelevant considerations or fears determine school policies.
12. Cliques, stool pigeons, suspicions, favors, and "back-bitings," influence policy forming.
13. The administrator handles situations in terms of expediency.
14. A passive attitude toward school situations is assumed by most teachers.
15. The administrator is sometimes indifferent to the problem at hand.
16. There is no purpose for staff meetings.
17. The staff is satisfied with things as they are and does not want to try anything new.
18. Statements made by teachers and administrators show a lack of thinking and planning.
19. There is no pre-planned staff agenda.
20. Staff decisions are seldom recorded for future use and reference.

MODERN TEACHING AID IN SPANISH AND PORTUGUESE.—Here is good news for teachers and students interested in inter-American affairs in general and in the Spanish and Portuguese languages in particular. Once more the Pan American Union is presenting a special subscription offer of *Americas*, a monthly illustrated magazine, in separate English, Spanish, and Portuguese editions. Each issue contains eight feature articles by outstanding writers, depicting the everyday life of our southern neighbors, plus sections

summarizing points of view in the Latin American press, book reviews, and a picture quiz. Students become familiar with modern up-to-date Spanish and Portuguese. In all probability they will come in contact with or travel to Latin America some time in their lives. *Americas* provides a "balanced" Spanish and Portuguese vocabulary common to all countries, avoiding words and expressions peculiar to one country or region. Although the regular price of the magazine is 25 cents a copy or \$3.00 for a one-year subscription, in an effort to promote further interest in Latin American affairs and at the same time provide accessible and current source material for class use, a special offer of only \$1.00 for one semester (five issues), or \$1.75 for two semesters (nine issues) is available in English, Spanish, or Portuguese. In sending in subscriptions be sure to indicate which of the three languages is desired. Orders should be sent to Pan American Union, Washington 6, D. C.

PUBLICATION ON STAFF RELATIONS.—When good staff relationships prevail, staff members achieve a high morale, a willingness to work productively, and a sense of values basic to democratic action. Good staff relationships go hand in hand with effective and democratic internal school management. But they do not come as a matter of course, except in very small schools. How to achieve some of the beneficial characteristics of a small organization is a major problem for large schools. A new publication entitled *Keystones of Good Staff Relationships* by Ellsworth Tompkins (16 pp.) has just been released by the U. S. Office of Education. This pamphlet suggests ways by which large schools can improve their staff relationships. It lists 12 keystones which are based on reported and observed practice in forty-seven public high schools designated by state and university leaders in education as having good staff relationships. Copies are available from the Superintendent of Documents, Washington 25, D. C., at 15 cents each.

SELECTIVE SERVICE COLLEGE QUALIFICATION TESTS.—Plans for the second nation-wide series of Selective Service College Qualification Tests to provide local boards with evidence of the aptitude of registrants for college work for use as guidance in considering college students for deferment have been announced by Selective Service Headquarters. The new series of tests will be given Thursday, December 13, 1951, and on Thursday, April 24, 1952, by the Educational Testing Service at more than 1,000 different centers throughout the United States and its territories. Application blanks for the test are available at all local boards. As before, the criteria for deferment as a student are *either* a satisfactory score (70) on the Selective Service College Qualification Test *or* satisfactory rank in class (upper half of the freshman class, upper two-thirds of the sophomore class, upper three-fourths of the junior class). Seniors accepted for admission to a graduate school satisfy the criteria if they stand in the upper half of their classes, or make a score of 75 or better on the test. Students already enrolled in graduate schools may be deferred so long as they remain in good standing. It is not mandatory for the local boards to follow the criteria.

Students whose academic year will end in June 1952 are urged to apply for the April 24, 1952, test, so that they will have a score in their file when the local board reconsiders their case to determine whether or not they meet the criteria for further deferment as students. Applications for the April 24, 1952, test must be postmarked not later than midnight, March 10, 1952.

Applications which are postmarked after midnight, March 10, 1952, will not be accepted.

To be eligible to apply for the test, a student: (1) must intend to request deferment as a student; (2) must be satisfactorily pursuing a full-time college course; (3) must not previously have taken a Selective Service College Qualification Test; (4) must be under 35 years of age at the time of taking the test.

INFORMING PARENTS OF PUPIL PROGRESS.—The Laboratory School of State Teachers College, Indiana, Pennsylvania, has recently devised report cards for use in the primary department, intermediate department, and junior high-school department of the school, which, it is believed, will inform parents more accurately of their child's progress in the school. In the development of the forms, the authors looked upon a report card as a "tool in the teaching-learning situation by which each individual's growth is evaluated. Since children differ very greatly in interests, abilities, personalities, and rate of development, judgment should be based on the child's characteristics and capacities." In accordance with these ideas and recognizing the fact that most parents and teachers are more interested in the development of the child's character and personality than his rank in class, this report is a record of the child's progress. The reports for the primary and intermediate departments are divided into the following five parts: progress in citizenship, language arts, quantitative relations, fine arts, and teachers' comments. Each of these is sub-divided into a number of related contributory factors.

ENROLLMENT IN HIGH SCHOOL SUBJECTS.—The U. S. Office of Education has released the results of its tenth survey of enrollments in the various high-school subjects. This 118-page publication entitled *Offerings and Enrollments in High-School Subjects, 1948-1949*, is available from the Superintendent of Documents, Washington 25, D. C. at 30 cents each. The preceding survey covered the school year 1933-34. The present study differs from its predecessors in several respects, one of which is that the list of subjects for which data are given has been expanded. Mainly, the expansion in the list of subjects arises from the recognition by today's schools that the more or less standard college-preparatory curriculum of the past is no longer adequate for all pupils, and that a richly varied curricular offering is essential to meet the varied needs of today's high-school pupils.

NEW ADULT EDUCATION MAGAZINE.—The Adult Education Association has been granted support by the Fund for Adult Education established by the Ford Foundation. This grant will be used for the establishment of a monthly magazine for lay, part-time, and professional workers in the field of adult education. The association has received \$94,000 to finance the publication project's first year, during which the first six issues of the magazine will appear. The first issue of the new magazine, tentatively entitled *Leadership*, is scheduled to appear during January, 1952. The contents of *Leadership* will be planned to deal systematically with the improvement of the quality of leadership in community and group activities of an educational nature.

Preliminary editorial plans call for the presentation and analysis of case studies of adult education activities, interpretation of the needs for adult education, and information on techniques, methods, and materials useful in adult education. Careful attention will be given to the content, language,

and format of *Leadership* in order to render it as attractive and effective as possible. Part of the budget will be allocated to the job of discovering leadership training needs and checking the effectiveness of the magazine in meeting these needs.

EMPLOYMENT OUTLOOK IN OFFICE OCCUPATIONS.—Clerical occupations, which provide employment for one worker out of every eight in the United States, are of major interest to thousands of young people as an introduction to the world of work and a first step up the ladder in earning a living. Despite vast continuing technological improvements in equipment, methods, and training, the number of clerical workers has steadily increased through the decades. The mobilization program is providing even more employment opportunities.

The increasing complexity of business and government organization is a major factor in the progressive growth of clerical occupations. The introduction of additional labor-saving business machines and of more efficient procedures to reduce clerical costs may affect the future trends in this field, particularly in routine bookkeeping and clerical jobs. These developments may well slow down the growth of clerical occupations, just as the dial telephone reduced the employment of telephone operators and teletype cut down jobs for telegraph operators. In view of past gains and the increasing complexity of the economy, however, it seems likely that clerical occupations will continue to gain in importance for some time to come.

A high rate of turn-over provides many openings for new entrants in the clerical field. Many women clerical workers leave the labor market after marriage. Some college graduates take clerical jobs to gain experience in a particular industry or business and work up to professional or administrative positions. Young people who enter with little training may never advance far and may leave for other jobs.

Stenographers, typists, and secretaries make up the largest group of clerical workers. Bookkeepers, accountants, and cashiers are the second largest group. Occupations classified as clerical vary widely in training and skills. They range from accountants, who usually have several years of college or business-school training and hold responsible positions in large firms, to messenger and office boys.

1952 READING INSTITUTE; JANUARY 28 TO FEBRUARY 1.—The Ninth Annual Reading Institute at Temple University has been announced for the week of January 28 to February 1, 1952. The theme is "Prevention and Correction of Reading Difficulties." During this institute, the following sequence of topics will be discussed and demonstrated: (1) planning a reading program; (2) reading in a language arts setting; (3) evaluating achievement, progress, and capacity; (4) analysis of reading difficulties; (5) common difficulties in reading; (6) symptoms and causes of reading disabilities; (7) types of reading problems; (8) phonetics and word recognition; (9) semantic analysis and comprehension development; (10) reading skills and techniques; (11) directed reading and reading readiness activities; (12) differentiated instruction; (13) materials for development and corrective reading; (14) organization of corrective and remedial classes; and (15) speed reading.

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professional contributions to developmental, corrective, or remedial reading. During the institute, five divisions of the reading clinic will conduct regular staff meetings on specific problems. These divisions include: reading analysis, reading clinic laboratory school, college reading service, adult reading service, and speed reading. Enrollment is limited by advance registration. For a copy of the program and other information regarding the Institute, write: Emmett Albert Betts, Director, Reading Clinic, Temple University, Broad and Montgomery Avenue, Philadelphia 22, Pa.

PUBLIC SCHOOL ENEMIES.—There are two organizations masquerading as friends of the public schools, but which are in fact trying to destroy them. One of these, "Friends of the Public Schools of America," issues a *Bulletin, Friends of the Public Schools*, in which it raves against Federal aid to education, Communism in the public schools, progressive education, United World Federalists and other topics. Occasionally, its editor, Major General Amos A. Fries, will utter a truth, but on the whole his efforts are directed toward the destruction of the public schools rather than an improvement. And this is what makes his propaganda so dangerous. The half truths may be taken by those who are not acquainted with the work and purposes of education as the Truth.

Another organization that has grown up in recent years goes by the name of the "National Council for American Education". Allen Zoll is its executive vice president. The chief stock in trade of Mr. Zoll is the "concern of the American people over the socialistic, un-American, harmful ideas America's youth have been getting in the schools." At least that's what he says in the beginning of his letter to you, the gullible. However, his real efforts, as stated near the bottom of his appeal, are of a financial nature. "Whether you have sent a check recently, whether you can send a large, small, or middle-sized one, please send one now—and as soon as you can. [His rent must be due.] When we have asked for funds before, we have said, 'Don't give if it hurts.' Now, so important is the project that we say, 'Give even if it hurts.'" Spaces are provided for \$1,000, \$750, on down to \$5, or any amount you wish to give, and for your name, if you are as gullible as we think you are now.—quoted from an editorial in the *North Carolina Public School Bulletin*, published by the State Department of Public Instruction, Raleigh, North Carolina.

MUSIC IN THE SCHOOL.—There is practically no high school which does not give some attention to music. Those schools interested in instrumental music will find the *School Musician* helpful as a teaching aid and music motivator. This magazine in its twenty-third year of existence is published exclusively for grade and high-school musicians and their teachers. It is circulated monthly (ten times) during the school year from September to June. The subscription rate is \$2.00 per year. Orders for subscriptions should be sent to the *School Musician*, 28 East Jackson Boulevard, Chicago 7, Illinois.

DRAMATICS IN THE HIGH SCHOOL.—To those high schools which give attention to dramatics as a part of their school program, the magazine, *Dramatics*, published at College Hill Station, Cincinnati 24, Ohio, will be most helpful. This magazine in its twenty-third year of existence is a national publication for the advancement of dramatic arts in education and recreation. It is published monthly (eight times) during the school year from October to May. Subscription rate is \$2.50 per year.

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JOURNALISM IN THE HIGH SCHOOL.—A very large per cent of the high schools of the nation publish a school newspaper, magazine, or yearbook, *etc.* In view of this fact, one realizes the great interest that students have in the field of journalism. Too often schools have limited aids in conducting this activity. While there are a number of sources for aid, many schools have, over the years, found the *School Press Review* of great assistance. This magazine, in the twenty-seventh year of its publication, is the official organ of the Columbia Scholastic Press Association. It is published monthly (eight times) during the school year from October to May. The subscription price is \$2.00 per year with a special rate of \$1.25 per subscription in clubs of five or more. Subscriptions should be sent to the Columbia Scholastic Press Association, 404 John Jay Hall, Columbia University, New York City.

SCIENCE TEACHERS CONVENE.—One thousand or more of the nation's science teachers will meet in Philadelphia, December 27 to 30, for the fourth joint meeting of the science teaching societies affiliated with the American Association for the Advancement of Science. Joint meetings of the National Science Teachers Association, The American Nature Study Society, and the National Association of Biology Teachers will convene each morning of the first three days. Parallel sessions of the societies will be held in the afternoons. A field trip and a symposium has been arranged by the AAAS. These two features are specially scheduled for Sunday, December 30.

More than twenty-five outstanding participants are included on NSTA sessions devoted to science in the elementary school, health science, and the teaching of the biological and physical sciences in the secondary school. More than fifty per cent of the program items deal specifically with classroom techniques, including demonstrations, teaching materials, audio visual aids, and discussions of tried and promising practices.

An exhibit of teacher- and student-devised demonstrations collected by a committee headed by Walter S. Lapp, Overbrook High School, Philadelphia, will be on display, December 28 and 29. All science teachers, whether members of any of the three participating societies or not, are invited to send exhibits. Write directly to Dr. Lapp, 724 Derstine Avenue, Lansdale, Pa., for information on space, shipping instructions, *etc.*

In addition to the programs of the science teaching groups for elementary and secondary-school teachers provided by the 118th annual meeting of the AAAS, there will be included the Annual Exposition of Science and Industry, the *Science Teacher*, a symposium on the education of teachers in science, and numerous other sessions. Write to National Science Teachers Association Headquarters, 1201 16th St., N.W., Washington 6, D. C. for further information and forms for making hotel reservations.

MAGAZINE ARTICLES OF INTEREST.—The October 1951 issue of *The Clearing House* contains two articles of special interest to secondary-school principals. They are: "What a High-School Teacher Looks for in Principals on the Job" by Carlos de Zafra, Jr., and "Gambling: Future Suckers Get Their Warning at Sea Cliff High" by Ralph Scoll.—The October 1950 issue of *Teachers College Record* also includes an interesting and helpful article for the principal entitled "Objectives for Youth Education: Some Methodological Problems" by Hubert M. Evans.

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NEW FILM CATALOG.—Thousands of schools, churches, and institutions throughout the country have received the new 16mm Film Rental Catalog by Institutional Cinema Service, Inc. of New York City. More than two-hundred new entertainment features and hundreds of educational subjects have been added to this latest edition of the *I.C.S. 1951-1952 Film Catalog*. Over fifty pages of this illustrated 96-page film-rental catalog are devoted to entertainment features—listing names, principal actors, descriptions, and prices. Included among these are the latest 16mm releases from the major Hollywood studios—and many new feature films from numerous independent studios. The greatly expanded educational section contains films of interest to teachers in every branch of school work. Latest releases of well-known producers of educational films are well represented. Here are thousands of educational films from the studios of March of Time, Young America Films, Encyclopedia Britannica Films, Edited Pictures System, Almanac Films, and others. Write directly to Institutional Cinema Service, Inc., 1560 Broadway, New York 19, New York, for a free copy of the new 96-page *I.C.S. 1951-1952 Film Catalog*.

DISCOVERING INTERESTS.—How "interests" can be used to help assure success in choosing a career is the theme of a new filmstrip released by Science Research Associates, educational publishers. *Discovering Your Real Interests* is the title. It bases its explanation on the Kuder Preference Record-Vocational—a widely used and well-known psychological test by G. Frederic Kuder, Professor of Psychology, Duke University. Administrators, teachers, or guidance counselors using the Kuder Preference Record, or the Life Adjustment booklet, *Discovering Your Real Interests*, will find this new filmstrip of particular value. The filmstrip is produced in conjunction with the Society for Visual Education and is available for \$3.00 from Science Research Associates, 57 West Grand Avenue, Chicago 10.

FILM ON DRUGS.—This is a documentary twenty-minute sound motion picture, *Rx—The Story Behind Your Doctor's Prescription*. To tell the story of the modern "wonder" drug, penicillin, the producer, Louis de Rochemont, took his camera crews to one of the largest penicillin manufacturing laboratories in the world. There, the many steps in the production of this important antibiotic were filmed and explained in terms the nontechnical person can understand. Filmed in various parts of the world over a twelve-month period, *Rx* also relates the story of curare, the new muscle relaxant drug used in modern surgery. A tropical plant derivative, curare has been used for centuries by South American Indians on their arrow points to paralyze birds and small game. After intensive research, American scientists discovered that the active principle of certain plants from which Indian arrow poison has been made has important muscle relaxing properties which are a significant aid to the surgeon. Other highlights in the film are the world's largest scale production of anesthetic ether, the preparation of toxoids and vaccines for immunization against disease, and a trip inside a great American medical research institute where the diseases and ills of man are constantly being studied. *Rx—The Story Behind Your Doctor's Prescription*, is available for selected group showings. For information, address, E. R. Squibb and Sons, 745 Fifth Avenue, New York 22, New York.

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Product of nearly a year's work, the films depict correct driving techniques under a variety of road conditions. Key points are emphasized in the narration and by titles and animation. The material is presented in a simple, straight-forward manner. The entire project was conducted with the counsel of a committee of educators appointed by the National Commission of Safety Education of the National Education Association. The entire series or individual units can be obtained on free loan for classroom use from Ford Motor Co. film libraries. Schools or others desiring permanent possession of the films may purchase them for the cost of prints as indicated above. All production costs have been absorbed by Ford Motor Company. To arrange for purchase of prints, write to Motion Picture Department, Ford Motor Company, Dearborn, Michigan.

JANITOR TRAINING SCHOOLS.—During the month of September ten Janitor Training Schools were held throughout the state of North Carolina as reported C. W. Blanchard, Director, Division of Plant Operation, State Board of Education. These one-day schools were conducted for principals, janitors, and maintenance supervisory. They were held in the following places within the state: Bryson City, Swannonoa, Taylorsville, Charlotte, Greensboro, Raeford, Burgaw, Kinston, Louisburg, and Edenton.

LOW LIFE EXPECTANCY.—In a recent publication of the U. S. Department of State entitled, *Brazil: Plans for National Development*, it is pointed out that upon reaching maturity the average Brazilian has a life expectancy only to age 39. One fifth of Brazilian children die within a year after their birth and one half the population of Brazil is under 20 years of age, according to the publication. Forty per cent of the nation's medical doctors live in the cities of Rio de Janeiro and San Paulo, thus creating a serious shortage of physicians in rural areas. Slightly more than half of the Brazilian people are literate, the publication says. The 1940 census indicated that 12,000,000 adults could not read or write; 3,000,000 children of elementary-school age and 7,000,000 of high-school age were not receiving education. The Brazilian Constitution requires the Federal government to spend not less than 10 per cent of its tax revenues on education. States and municipalities contribute 20 per cent of their general tax revenues.

FIRE SAFETY: FOR SENIOR HIGH SCHOOLS.—The fourth and final bulletin of the Fire Safety Series is now available. This publication, *Fire Safety: For Senior High Schools*, marks another step in an extensive effort by the National Commission on Safety Education of the National Education Association to find and develop effective ways of including fire safety as a functional part of the school curriculum in elementary and high schools. The project was begun shortly after the President's Conference on Fire Prevention in the spring of 1947. Administrators and teachers in fifteen school systems co-operated by experimenting with various methods and materials in their efforts to make the study of fire vital and interesting to pupils and related to their experiences.

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NEW STATE-WIDE TEACHER SALARY SCHEDULES.—A new law in Pennsylvania requires that no teachers' salary schedule (for teachers with the bachelor's degree) shall have a beginning salary of less than \$2400 nor a maximum of less than \$4400, with ten annual step-rate increases of \$200 each. For teachers with the master's degree the minimum schedule is \$200 higher in all steps.

The new minimum legal schedule in the state of New York for districts with eight or more teachers has a beginning salary of \$2500 with ten annual step-rate increases of \$150 up to \$4000. For teachers with a master's degree it is \$200 higher in each step. In Nassau and Westchester counties and New York City, higher schedules are required. In Delaware the minimum legal schedule begins at \$2400 and goes to \$4000 by ten step-rate increases of \$160 each.

DEFENDING OUR PUBLIC SCHOOLS.—When columnist Dorothy Thompson wrote a sharply critical article about today's public schools, the *Minneapolis Star* promptly offered Prudence Cutright, well-known Minneapolis educator, an opportunity to reply to the criticism. The August 13 edition of the *Minneapolis Star* carried Dorothy Thompson's column and Dr. Cutright's reply, side by side. Educators will be interested in the content of the two articles. They will also appreciate this fine example of fair newspaper treatment for schools. Reprints of the articles are available free, in small quantity, from N.E.A., Press and Radio Division, 1201 16th St., N. W., Washington 6, D. C.

COLONIAL WILLIAMSBURG.—With more than 22,000 school youngsters in classroom groups reported touring the historic city of Williamsburg, Virginia, last year, special arrangements for school visits have been resumed October 1. During the five months preceeding March 15, reduced admission rates, special overnight accommodations, planned itineraries, and other services will be provided by Colonial Williamsburg, the organization carrying forward the historic restoration work there. The arrangements follow in general the pattern set in past years for school classes integrating their studies of early American history with visits to this "living laboratory" of eighteenth century life.

Over the past academic year there were 510 schools represented from twenty-three states and the District of Columbia. Materials on the restored city, including films, books, and pamphlets, are made available to school classes for study in advance of the visits. The specially conducted tours include visits to the historic structures where events recorded in history books took place for study of the architecture, furnishings, political life, commerce,

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and culture of the students' eighteenth century predecessors. In addition, the students see colonial crafts shops where workmen in colonial dress pursue their trades in pre-Revolutionary manner.

MONEY MANAGEMENT.—The National Association of Manufacturers, 444 Madison Ave., Room 307, New York 22, has recently made available a 16mm sound print of a new motion picture, *The Story of "Rip" Van Winkle*. This film utilizes the plot of Rip Van Winkle in teaching money management.

AMERICAN SCHOOL SUPERINTENDENCY.—*The American School Superintendency* is the title given by the Commission on the Superintendency of Schools to the 1952 yearbook of the American Association of School Administrators. Prepared during the past two years, the more than 600 pages of text, now nearing completion, will be the largest AASA yearbook on record. Its seventeen chapters are devoted to the superintendency as it is developing in cities, in community school systems, in rural areas, and at county (intermediate) and state department levels. While embodying the results of the 14-page questionnaire filled out by nearly 4,000 superintendents two years ago, the yearbook points up new trends in school administration and illustrates administrative theory with examples of good practice. It will be published early in February 1952.

CERTIFICATION MANUAL PUBLISHED.—A joint publication, *A Manual on Certification Requirements for School Personnel in the United States*, has been released by the U. S. Office of Education and the National Commission on Teacher Education and Professional Standards of the NEA. This publication makes the first effort to bring together in one volume the requirements for all school positions. It contains the first complete, published list of institutions, numbering 1217, officially approved by the respective states for the education of teachers, with the specific programs of preparation which each is authorized to offer. The volume also contains a chapter on "Current Certification Practices of the States."

Certification requirements are detailed for all states, Alaska, District of Columbia, Hawaii, and Puerto Rico. It is contemplated that the manual will be revised and reissued periodically. It is designed to have especial value for teacher-education institutions, state certification officers, and student personnel counseling offices. The volume (Circular No. 290, a Federal Security Agency, Office of Education) may be ordered from the U. S. Government Printing Office or from the National Commission on Teacher Education and Professional Standards, both in Washington, D. C. The price is 70 cents, with discount on quantity orders.

NEW PUBLICATIONS SOON TO BE RELEASED.—The following publications of the U. S. Office of Education are scheduled for release about the first of December: Vocational Bulletin 245, *Boys and Girls Study Homemaking and Family Living*; Bulletin 1951 No. 11, *Directory of 2002 16mm Film Libraries*; and Bulletin 1951 No. 16, *Scholarships and Fellowships Available at Institutions of Higher Education*. This latter bulletin was last published in 1936. This revision will be an invaluable aid to counselors in secondary schools and colleges. Data were obtained from 1,472 of the more than 1,800 colleges, universities, and professional schools in the U. S.

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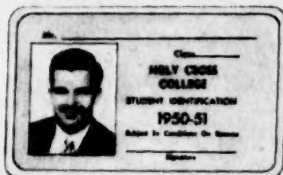
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